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ABSTRACT

Intended for use by teachers of seventh and eighth grade students assigned to a special summer program because they have not met the criteria for promotion, this handbook focuses on strategies by which real reading and its attendant language forms can be maximized within the context of summer and its built-in expectations. The first part of the handbook contains the following: (1) a general outline for an integrated communication arts class, (2) suggested supplies, (3) writing activities, (4) a newspaper lesson, (5) a whole class reading/literature lesson, (6) suggestions for assessing for individualization, (7) a description of an individualized tutorial, and (8) suggestions for teaching word identification, using sustained silent reading, assigning homework, and improving test-taking skills. The second part of the handbook contains daily and weekly lesson plans, and the appendixes provide additional activities and assessment instruments. (FL)

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GATES

to Learning
COMMUNICATION ARTS

Summer '83

Grades 7/8

NEW YORK CITY BOARD OF EDUCATION
Office of Curriculum Development and Support
Division of Curriculum and Instruction

CS 208 778

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FOREWORD

This is the third summer in which we are offering a special summer school opportunity for seventh/eighth grade students who have not yet met criteria for promotion. Each year the teachers' handbook has been revised to reflect the insights and comments of teachers in the program. This handbook then, is different from that distributed last year and--we hope--will provide even more support to teachers than either of its predecessors. At the end of this summer term, we look forward to receiving your comments and suggestions for further improvements.

Research studies have identified, as the single most important factor in successful reading programs, the amount of time spent on actual reading: time on task. In view of the short term available for summer school--a six-week period extending from the beginning of July to the middle of August--it is important to devote the major portion of time to real reading activities that will enable students to master the basic processes of reading comprehension and vocabulary development.

This handbook will focus on strategies by which real reading--and its attendant language forms, including speaking, listening, and writing--can be maximized within the context of summer and its built-in expectations. It is our hope that the activities will be in themselves enjoyable, even as they integrate skill practice into the total program.

Summertime is the season students look toward all year. It is their time to relax and enjoy the fruits of winter's labor. The reading teachers in the summer school must reconcile the obvious disparity between their students' hopes for summer and those of the school. The form and content of instruction must offer some measure of pleasure if they are to accept our efforts and experience success. How, then, to make remedial reading instruction stimulating and enjoyable, how to bring it closer to students' expectations for summer relaxation, is the avowed purpose of this handbook.

Those who, as a result of the summer learning, meet standards for promotion, will be ready to join their class in its passage to the next grade in September. All students, however, should benefit from this summer's program and will enter school in September with a better foundation upon which to build in the coming year.

Charlotte Frank

Charlotte Frank
Executive Director
Division of Curriculum and Instruction

ACKNOWLEDGMENTS

Gates to Learning: Communication Arts Summer '83 Program Handbook was developed to assist teachers of communication arts in the Gates Summer Program classes. It was prepared as a project of the Division of Curriculum and Instruction, Charlotte Frank, Executive Director, through the Office of Curriculum Development and Support, Morris Freedman, Director.

Steven Tribus, Director of the Communication Arts Unit (Interim Acting), organized and supervised the project and was directly involved in the preparation of this revised handbook.

The previous Gates to Learning summer manuals on which this revision is based were prepared by Anita Wilkes Dore, former Director of the Communication Arts Unit, Florence Schoenfeld, Olive Francks, Marilyn Funes, Muriel Mandell, and Edith Novod.

In addition, this seventh and eighth grade manual drew on materials prepared for the 1982 Gates Seventh Grade Extension manual prepared by Mary Rynn and Mildred Steier, and coordinated by Diana Castro-Caracciolo of the Office of Bilingual Education.

Florence Schoenfeld, Olive Francks, and Marcia Levens contributed new and additional materials for this summer '83 publication.

The manuscript was prepared for publication by the Editorial and Production Unit, Alaire Mitchell, Unit Head.

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HOW TO USE THIS HANDBOOK

Advance preparation on the part of the teacher will accomplish more than the obvious purposes of maximizing time and facilitating instruction. This evidence of teacher concern is a model for student behavior and a nonverbal communication that the teacher considers this work so important that he or she has given time and thought to furthering the reading futures of the youngsters in the program.

It is our hope that we, in turn, will be facilitating the summer reading teacher's efforts by making available for ready reference descriptions, illustrations, and teaching strategies for each component of the Integrated Communication Arts lesson.

This Handbook has been prepared for teachers of students being assigned to the Gates program for the first time as well as for those who have completed a year in a seventh grade Gates class and are now being assigned to a eighth grade Gates Extension class. The criterion for either class assignment is the same and, therefore, the performance objectives for the summer are also similar.

Methods and materials recommended in this Handbook have been selected for their appropriateness to the needs and interests of students at this age and level of achievement. Teachers may, of course, adapt these methods and materials and select others that more specifically meet the needs and interests of the students in their respective classes.

An outline with suggested sequence and time frames of a 90-minute lesson appears at the beginning of this Handbook. Suggestions for basic classroom supplies ares included.

In Part I, the teacher will also find separate sections detailing the purposes and protocols of each of the components of the daily lesson. Appendices provide samples of resource materials to be used. Careful study of Part I will be requisite to the teacher's effective planning of actual instruction, as well as for the use of the lessons that follow.

In Part II, suggested daily and weekly lesson plans for the full period of reading remediation are provided. These adhere to the general outline as closely as practicable, and include reading and study materials which the teacher may wish to duplicate and use directly, or follow as models.

Finally, an all-important review by the teachers themselves is requested in the Teacher Evaluation section. A form is included for comments and criticisms, both of which are eagerly requested and awaited.

Part I

GENERAL OUTLINE FOR THE INTEGRATED COMMUNICATIONS ARTS CLASS
(90 minutes)

I. Journal Writing (5 minutes)

Teacher and students open each day with entries in their personal journals. Journals may be shared on a voluntary basis.

II. Daily Newspaper Lesson (10 minutes)

A daily newspaper lesson will be integrated into the day to provide a "change of pace" as well as another type of interesting reading material.

III. Whole Class Reading/Literature Lesson (30 minutes)

Literary selections and content area texts are used on alternate days. Teacher introduces reading material through:

oral reading (by teacher)
presentation of esoteric vocabulary
vocabulary development based on CAT criteria
discussion of concepts
questioning for guided reading based on stated performance objective

Students read silently and aloud
Oral discussion following reading
Follow-up activities including: writing, drama, research, homework, etc.

Individualized Tutorial (20 minutes)

(Group A alternates with Group B)

Teacher removes group to separate area for tutorial based on comprehension criteria assessed by California Achievement Test, or assessed needs in word analysis/recognition (Group A).

IV. Sustained Silent Reading (10 minutes;

Students select stories or books from class library, based on interest, to be read independently. Teacher and students read together silently.

V. Oral Reading (10 minutes)

The teacher reads aloud (or plays a recording) to students to provide enjoyment of suitable prose or poetry and for oral language development.

VI. Review/Preview (5 minutes)

Recapitulation of 90-minute lesson
Review of homework assignment
Preview of next day's activities

SUGGESTED BASIC SUPPLIES FOR EACH CLASSROOM

1. Anthologies: short stories, plays, poems

    - readability of fourth through sixth grades, or 50 DRP Units and below

2. Newspapers: school, neighborhood, city

    - multiple copies to permit simultaneous reading
    - old copies to be cut up for pictures, special interests, etc.

3. Magazines: old and new

4. Classroom library: paperbacks, assorted books from the school library of high interest, low reading level

5. Tutorial materials

    - blanks for teacher-made worksheets based on the stated performance objectives
    - published workbooks of appropriate difficulty and the stated performance objectives

6. Notebooks

    - one per student

7. Pencils (#2): one per student

8. Pad of newsprint (28" x 28")--for Language Experience stories
   Construction paper
   Crayons
   Magic markers

9. Photocopy facilities and supply of paper

10. Index cards: 3" x 5" and 5" x 8"
    - for word banks
    - for flash cards
    - for word games

WRITING

> "The thinking process and skills elements that reading has in common with the other language arts need to be recognized. These common elements provide the many ways in which learning in all the language art mediums can contribute to and re-enforce learning in these related areas."
>
> Nila Banton Smith*

To improve both reading and writing, establish routines to provide for writing regularly--every day if possible. Motivate the student to use writing as a means of expressing and communicating experiences (real and vicarious), feelings and ideas--in daily journals, regular messages and letters, personal narratives, and responses to the content of what is read.

The teacher must be alert to student concerns and set up short non-threatening writing activities: "Write how you felt about the game." "Why did the fight start?" "What do you like to do in the snow?" "Why were you late?" "Why was the party cancelled?" "What happened?" "Let's write a letter complaining about... explaining."

A class mailbox or a class gripe box can be the first step to establishing pen pals--with the GATES class across the hall.

Reading should be used as a springboard for writing, with the students reacting to the literature or the content area material. They can interpret it in the light of their experiences and respond to the author's ideas and feelings by offering their own, in agreement or disagreement.

Just as the focus of student reading should be primarily on meaning, so too should the focus of student writing be on content and meaning. Beginning writers should be encouraged to concentrate on saying what they want to say before worrying about being "correct." The concern with conventions and mechanics should come later. Then, with the aid of such tools as checklists, dictionaries, and thesauri, students can be slowly taught to help edit and proofread one another's work.

The Daily Journal

The journal, a record of events and feelings, serves the function of getting students into the habit of writing and increases their power of observation. The teacher also writes (as the teacher reads in SSR) but keeps an eye on the class and encourages those who stop to continue.

---

* Nila Banton Smith, Reading Instruction for Today's Children (Englewood Cliffs, New Jersey: Prentice Hall, 1963).

The student entries should *not* be read by the teacher, but in most instances it will be necessary to check them off or in some way give recognition that they have been written. If a student asks a teacher to read an entry, the teacher should respond *only* to the content.

Journal Writing: An Introductory Lesson *

AIM To introduce journal writing and encourage its use as a regular activity.

DEVELOPMENT

This term you will be asked to keep a journal. You will have the first five minutes of every day for this activity.

Journals help you to remember things that happen. Writers often use them as a source of ideas for stories they write later. The journals are absolutely private and you need not share them with anyone. It is unpardonable to read someone else's journal without an invitation.

Date your entries and keep your writing in chronological order in a separate notebook (or a folder) which you may label or decorate as you like.

On a separate sheet of paper, write today's date. You may write about anything that interests you. (Or, for this first entry, you may write down what happened and how you felt about your first day of school.)

You may start by listing single words or drawing pictures, if you prefer.

FOLLOW-UP

Tomorrow you'll have another opportunity to write on your own or on a suggested topic.

---

* Adapted from *WEDGE,* (New York: Board of Education, 1981).

THE NEWSPAPER LESSON

A newspaper provides a unique reading experience for Gates students in that it:

- is relevant to the world in which they live
- provides information in depth and with detail unavailable through radio and television news broadcasts
- reflects the interests and vocabulary of the mature people they know
- provides a basis for extended discussion involving literal, interpretive, and critical comprehension
- can readily be used for homework assignments

Teachers will select newspaper articles and features that are of interest to their students and therefore provide motivation for reading. The format for a newspaper lesson, although shorter than other reading lessons, is essentially developmental and follows this sequence of instruction:

1. Directed Instruction: Through oral discussion, the teacher introduces the conceptual framework of the story or feature. Pictures may be used to further stimulate interest, discussion, and understanding. Esoteric or unusual vocabulary is discussed before the students read. The teacher may present comprehension questions in advance to guide the students' reading.

2. Supervised Practice: The students read the story either silently or aloud, depending on the length and difficulty of the material. The teacher may interrupt the reading periodically to check students' comprehension to that point. Reading is followed by either a general discussion of the article, or a period of questioning explicitly directed toward a particularly relevant comprehension or vocabulary skill, e.g., recalling facts; identifying synonyms; detecting author's attitude.

3. Application: As a homework assignment, or during a subsequent newspaper lesson, students will demonstrate their understanding of the newspaper article through activities such as:

   writing: What do you think happened next?; a letter to the newspaper agreeing/disagreeing with the article;

   dramatization: role play the story itself; recreate a feature such as "Inquiring Photographer";

   interview: students interview each other or family members regarding their reactions to the article.

Actual newspapers are available through many sources and need not be the broadly distributed dailies. Local community weeklies are distributed without charge at supermarkets, banks, etc., back copies of school newspapers may be requested from local high schools or colleges; students should be encouraged to bring in newspapers from their homes.

For some lessons it would be advisable for all students to be reading the same article. This is not always possible nor is it necessary. Groups of three or four students can share an article as well as a follow-up application project. The teacher can read a brief article aloud, or write it on the chalkboard, for whole class learning.

In whatever way it is used, the newspaper will provide a mature and motivating reading experience.

THE WHOLE-CLASS READING/LITERATURE LESSON

The reading of literature or other interesting textual material by a whole class, or by a large group within the class, provides a period for interchange of ideas and experiences and opportunities for role-playing, dramatics, writing, and choral speaking. It is perhaps the most effective way of developing a sense of sequence, grasping inference and extended meanings, and understanding an author's purpose or theme.

Selecting works of some literary merit offers students the opportunity to develop, in the most effective way possible, a feeling for beauty of language, effective choice of words, and true sentence sense.

The teacher's selection of the particular stories, novels, poems and other genres involves such qualities as:

1. Good literary style with characterization, action, suspense and humor.
2. An immediate direct beginning, quick development, and a satisfying ending.
3. Content that provides specific information pertaining to historical backgrounds, customs and mores of other peoples; scientific or political materials.
4. Variety, which will include different genres; traditional and contemporary material; selections providing a range of culture and periods; situations where both boys and girls, men and women are engaged in non-stereotyped situations.
5. High-quality illustrations that relate directly to the work of literature.
6. At the start, material at students' independent reading level will be most likely to engage the interests of the class.
7. As a student's reading ability grows, more difficult selections, with heavier vocabulary burdens, extended meanings, and greater subtleties of style and thought are in order.
8. Expository reading material in the social or physical sciences should be regularly incorporated into each week's reading. This enables students to gain experience with a style of writing which is used in both textbooks and test passages.

Performance Objectives for Reading Comprehension

Each whole class reading lesson (literature and content area material) will be directed toward one or two of the following performance objectives. The objective will be chosen based on the reading material itself, that is, the material should lend itself to the development of that objective (e.g. content area expository texts are not likely to provide opportunities to understand "figurative language").

In the course of the six week program, these performance objectives should be explicitly addressed.

1. Recall of Facts: Students will recall literal information contained in a passage or story they have read, and differentiate these facts from expressed opinions or inferences.

2. Inferred Meaning: Students will deduce meaning not explicitly stated, but logically suggested by the textual material read. This will include inferring the main idea of the passage and drawing conclusions.

3. Character Analysis: Students will identify information in a story which describes the feelings, opinions or personality traits of characters; students will deduce or infer such traits from relevant information provided in the text.

4. Figurative Language: Students will identify the meaning of words and phrases in a story which are not used literally, but are idiomatic or exaggerated substitutes for literal expressions, e.g., "It rained cats and dogs!"

5. Author Attitude/Position: Students will recognize the "voice" of the author in evaluating the meaning of a reading selection, differentiating established fact from the individual perspective or experience of that writer.

6. Techniques of Persuasion: Students will identify words or phrases used by the author to influence the reader toward a particular point of view; propaganda techniques such as creating "the band-wagon effect" or the use of "testimonials" will be recognized in the reading selection.

Sequence of Instruction

Whatever reading material is selected, the following sequence of instruction for this lesson is recommended to ensure a developmental and integrated experience offering listening, speaking, reading and writing.

1. **Daily Performance Objective:** Based on one or two comprehension criteria suitable to the reading material and tested by the California Achievement Test.

2. **Preparation Through Directed Instruction:**

   a) **Brainstorming:** Teacher introduces conceptual foundations of the material. Elicits students prior knowledge/experience related to these concepts through:
      semantic mapping
      categorization of ideas
      guided questioning
      (written on chalkboard)

   b) **Oral Reading:** Teacher reads entire story/passage aloud.

   c) **Extended Brainstorming:** Students expand maps, lists, etc. of *prior* knowledge to include *new* knowledge gained from hearing material read aloud.

   d) **Vocabulary Development:** Teacher and students identify unfamiliar vocabulary or familiar words with new meanings. Special focus will be on one or more vocabulary criteria tested by the California Achievement Test:

      - Same Meaning
      - Opposite Meaning
      - Multimeanings

      Students enter new vocabulary in Word Banks (see description p. 12).

3. **Supervised Reading:** Following review of concepts and vocabulary, students read the story/passage silently.

   a) **Comprehension Probes:** With focus on the performance objective, teacher develops directed questions which may be posed

      - *before* silent reading to guide comprehension
      - *during* silent reading as teacher interrupts at designated points in the passage
      - *after* silent reading as practice in comprehension and recall

These three models can be used singly or in any combination suited to the material and the students' needs (e.g. longer passages and/or less able readers will benefit from briefer reading periods, and questions may be posed during the reading).

4. Application: Students demonstrate their general comprehension of the reading material and their explicit mastery of the performance objective through the completion of a relevant follow-up activity which may include:

    - a written assignment
    - drama/role play
    - homework assignments
    - in-school group projects

Questioning

Questioning should be directed toward explicit comprehension processes. Students need to be sensitive to the differences between questions of fact (literal) and opinions (interpretive); they need to be encouraged to move on from these levels to the creative (inferential) and critical levels of reasoning. As Botel* has stated:

> "Questioning is potentially your most important tool for helping students to understand and to interpret what they read. If the questions you pose are thought-provoking and stimulating, your students will grow in their ability to think critically about what they read. On the other hand, if your questions are limited to facts and small details, thinking and appreciation may be shallow."

* Botel, Morton. How To Teach Reading. Chicago, IL: Follett Pub. Co., 1963.

Word Banks

Each student should have a Word Bank that is always acccessible. This should be a real bank:

- students "deposit" only words that they actually know and use in speaking, listening and reading;

- students "withdraw" words when they need them as a reference for correct usage or spelling in the course of their writing.

A Word Bank can be easily made using a box that is about 5" wide and 12" long. (A narrow box from sneakers or slippers is perfect.) Each word is entered on a separate 3 x 5 card; dividers are used to arrange words alphabetically. Students may cut these cards from sheets of heavy paper if real file cards and dividers are not available.

For each word, students note word analysis and word meaning details. A separate card for each word allows space for students to add their own notes about the word, such as its multiple meanings.

marathon

ma'ra'thon

1) A race of 26 miles, 285 yards.

"My brother, ran in the New York Marathon."

2) An unusually long period of time.
"Congress met in a marathon session."

New Word Bank cards are created as the student gains new vocabulary from individual reading, from a whole class experience, from a listening experience, in or out of school. The creation and accumulation of the cards are an effective motivating factor for children's increased awareness of new words and new meanings of known words.

This whole class reading lesson, and its follow-up activities, is likely to require more than one reading period (30 minutes) for full development. By extending the lesson over two or more days, the teacher may provide students with additional opportunities for recalling and reinforcing prior learnings.

ASSESSMENT FOR INDIVIDUALIZATION

For the purposes of the Summer School, assessment or diagnostic information will be drawn primarily from existing test reports, including:

1. Student Eligibility Card (Summer '83 Office of Promotional Program) Appendix F
2. California Achievement Test
3. Degrees of Reading Power Test
4. Cumulative Records, Report Cards, etc.

The Summer School teacher will be responsible for completing these additional assessments:

1. Interest Inventory for all students.
2. Writing Sample for all students.
3. Survey of Phonic Elements to all students in Group A.
4. Survey of Structural Elements to all students in Group A.
5. Survey of Basic Sight Vocabulary to all students in Group A.
6. Class Profile (Appendix G).

Descriptions of all five teacher assessments follow: the Interest Inventory and Writing Sample in this section and the Surveys in the section on The Individualized Tutorial. Actual texts of the Interest Inventory and the Surveys appear in the Appendices.

Student Eligibility Card

A Student Eligibility Card, Summer 1983 Office of Promotional Policy (Appendix F), should be available for each student in the class. The information provided on this card will guide the teacher's initial decisions for grouping as well as for selection of appropriate reading materials.

This data supplemented by the teacher's observations and informal assessments, will then be collated on the Class Profile (Appendix G). This Profile will help the teacher to plan instruction as the summer program evolves and to customize the lessons in Part II of this handbook so that they meet the specific needs of the students.

California Achievement Test (CAT)

An Individual Test Report of CAT results is generated for each student (samples follow). This report reveals both norm-referenced "grade equivalent" achievement scores as well as criterion-referenced scores on the skills measured by the CAT.

The Summer School program has adapted the CAT criteria as performance objectives for the Whole Class Reading Lesson.

As the Individual Test Report reveals, the CAT at this grade level does not explicitly test word analysis or sight vocabulary skills. Nevertheless, deficiencies in these areas may be found among students who are essentially nonreaders at this time. Additional assessment, therefore, will be required for these students and is described in the section on The Individualized Tutorial.

NEW YORK CITY READING TESTS
INDIVIDUAL TEST REPORT (ITR)

STUDENT JANE **ID #** **GRADE** 07

DISTRICT **SCHOOL** **TEACHER** **CLASS**

April 1983 California Achievement Test

DEAR PARENT/TEACHER:

This is a report of your child's performance on each reading objective (skill or concept) tested. Each objective is tested by a number of questions.

Under the column labeled DIAGNOSTIC PROFILE, your child's performance on each objective is indicated using the following codes:

SAT - Satisfactory in the DIAGNOSTIC PROFILE column means that your child has demonstrated satisfactory progress by answering correctly the minimum required number of questions listed in the NEEDED column. (See Objective A, in sample.)

MORE - More in the DIAGNOSTIC PROFILE column means that your child needs more instruction in this objective. (See Objective B, in sample.)

** - The Stars in the DIAGNOSTIC PROFILE column mean that your child did not answer any of the questions for this objective. (See Objective C, in sample.)

TEST SCORE REPORT – Your child's overall performance on the reading test is listed below. These results should be considered with other judgements of your child's achievements together with observations and discussions with the teacher.

GRADE LEVEL 7-7 TEST FORM LEVEL

TEST OR SUBTEST	Grade Equivalent	National Percentile
READING VOCABULARY	6.0	
READING COMPREHENSION	5.1	

GRADE LEVEL: This is not a *score*, but indicates your child's grade in years and months at the time of testing. For example, 4-7 would indicate that your child is in the fourth grade and was tested in the seventh month of the fourth grade.

GRADE EQUIVALENT: The grade equivalent is an indication, in years and months, of the achievement level of the student on this test at the time the test was administered. For example, a grade equivalent of 3-7 means that this score was the average score of students tested in the seventh month of the third grade.

NATIONAL PERCENTILE: The national percentile compares the performance of your child to a national group of students. It indicates your child's performance on a scale from a low of 1 to a high of 99 where 50 is considered average. For example, a national percentile of 80 means that the student achieved better than 80% of the national population at that student's grade level.

SAMPLE:

OBJECTIVE	NO. OF CORRECT ANSWERS	NO. NEEDED FOR SAT	DIAGNOSTIC PROFILE
A	2	2 of 3	SAT
B	1	3 of 4	MORE
C	**	3 of 4	**

OBJECTIVE CATEGORY	CORRECT ANSWERS	NEEDED	DIAGNOSTIC PROFILE
READING VOCABULARY			
32 SAME MEANING	18	16 OF 20	SAT
33 OPPOSITE MEANING	3	3 OF 5	SAT
34 MULTIMEANING	2	4 OF 5	MORE
READING COMPREHENSION			
----- LITERAL			
36 RECALL OF FACTS	4	5 OF 6	MORE
----- INTERPRETIVE			
38 INFERRED MEANING	4	6 OF 9	MORE
39 CHARACTER ANALYSIS	3	5 OF 6	MORE
40 FIGURATIVE LANGUAGE	3	5 OF 7	MORE
----- CRITICAL			
42 AUTHOR ATTITUDE/POSITION	2	4 OF 5	MORE
43 TECHNIQUES OF PERSUASION	2	5 OF 7	MORE

BEST COPY AVAILABLE

Explanation of Objectives Tested

This page describes each objective in reading measured in the spring Citywide Testing Program. Not all objectives were tested at every grade level. Note that at some levels, skills are combined due to the limited number of items testing each skill.

READING SKILL SAMPLES

PHONIC ANALYSIS Letter sounds

1.	SCHOOL VOCABULARY	identifying picture objects
2.	SPACE DIRECTION LOCATION	such as up - down
3.	RELATIONSHIPS	such as relating pictures to the time of day
4.	MATCH UPPERCASE LOWERCASE	such as H, h
5	RECOGNIZE UPPERCASE LOWERCASE	such as finding the letter K . . . K, k
6.	LONG VOWELS	such as boat Picture/letter
7.	SHORT VOWELS	such as cat Picture/letter
8.	SINGLE CONSONANTS	such as jamp Picture/letter
9.	MATCH SHAPES	such as matching △ ○□△
10.	MATCH 3-LETTER WORDS	such as matching ton and ton
11.	MATCH 5-6 LETTER WORDS	such as matching block and block
12.	IDENTICAL WORDS (ORAL)	
13.	MEDIAL SHORT VOWELS (ORAL WORDS)	
14.	INITIAL CONSONANTS (ORAL WORDS)	
15.	FINAL CONSONANTS (ORAL WORDS)	
16.	CONSONANT CLUSTERS DIGRAPHS (ORAL WORDS)	
17.	SINGLE CONSONANTS	such as b in boy
18.	CONSONANT CLUSTERS (BLENDS)	such as tr in tree
19.	CONSONANT DIGRAPHS	such as sh in ship
20.	VARIANT CONSONANTS	such as c in city vs. cake
21.	COMBINATION OF SKILLS 18, 19	
22.	SHORT VOWELS	such as e in bell
23.	LONG VOWELS	such as a in cake
	VOWEL COMBINATIONS	such as ea in break
24.	SHORT VOWELS	such as e in bed
	VOWEL COMBINATIONS	such as ea in dead
25.	COMBINATION OF SKILLS 22, 23	
26.	DIPTHONGS (two vowels together making a new sound)	such as oi in boil
27.	VARIANT VOWELS	such as ow in how
	VOWEL COMBINATIONS	such as ow in slow

STRUCTURAL ANALYSIS the way words are put together

28.	COMPOUND WORDS	such as cowboy . . . cow boy
	SYLLABLES	such as dollar . . . dol lar
	CONTRACTORS	such as don't . . . do not
29.	BASE WORDS/AFFIXES	such as disagree or painter

READING VOCABULARY understanding the meaning of individual words

30.	CATEGORY (ORAL)	such as "An animal"; toy, hill, cow, park
31.	SAME MEANING (ORAL)	such as "Little"; grow, bud, small, baby
32.	SAME MEANING	such as often — frequently
33.	OPPOSITE MEANING	such as warm — cool
34.	MULTIMEANING (bank) by the riverside	1. He goes to the bank to deposit money. ⟶ 2. He fishes from the bank. 3. He will bank on getting there on time.

READING COMPREHENSION understanding what is read

35. SENTENCE MEANING
36. RECALL OF FACTS
37. COMBINATION OF SKILLS 38, 39
38. INFERRED MEANING: finding hidden meanings
39. CHARACTER ANALYSIS: answering questions about people in a story
40. FIGURATIVE LANGUAGE: such as "His face fell."
41. REAL/UNREAL: fact vs. make-believe
42. AUTHOR ATTITUDE: understanding the author's point of view
43. TECHNIQUES OF PERSUASION

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Degrees of Reading Power (DRP) Test and Readability

"Level of difficulty"...or readability...of a book or story involves a complex of factors such as the number, length and structure of words, sentences and paragraphs, as well as the frequency of technical or esoteric language. Publishers of reading tests and books evaluate the material according to readability formulas, the results of which are expressed as "grade levels". However, there is a variety of formulas available, yielding a comparable variety of grade level judgments. Thus, the passage that one publisher labels third grade by one formula, may be called fourth or second grade by another publisher using other formulas.

By applying one readability formula, and one continuous scale of values to both the test passages and school textbooks, DRP methodology offers a close match between the student's reading comprehension ability and the readability of a particular textbook.

In choosing materials for teaching purposes, the teacher really wants to know:

Which book can this student read now? (regardless of grade level labels)

Actually three functional levels need to be identified:

1. The independent or free level, at which a student reads with ease and fluency, without assistance, with few word recognition errors and 90% (p. = .90) comprehension.

   Books at this level should be made available for:

   - leisure reading
   - sustained silent reading
   - homework assignments
   - research projects

2. The instructional level, is of greater difficulty for the student. At this level, the reader may need some assistance with word recognition and may expect to achieve 75% (p. = .75) success in comprehension.

   Books at this level can be used during periods of instruction, with the teacher's direction and support, including:

   - development of an understanding of the purpose of the reading assignment;
   - discussion of the major concepts presented in, or presumed by, the passage;

- a preview of significant or new vocabulary to be read;
- comprehension questions presented in advance which will guide the student's reading to significant issues;
- review of concepts, vocabulary and comprehension questions after the reading;
- follow-up activities which reinforce all aspects of the instruction above.

3. The frustration level identifies material that is so difficult for students that many word recognition errors are made, and comprehension would not exceed 50% (p. = .50). That is, students have a minimal chance of successfully reading material at this level. These students cannot use these stories or texts for either instructional or independent reading. Teachers may, however, judiciously select interesting stories or relevant textual material at the students' frustration level for oral reading to them. This would be a way to:

- share interesting stories that they are not yet able to read
- expose students to more advanced vocabulary and concepts
- initiate higher level comprehension processes (e.g., critical, inferential) through listening and speaking about them
- teach specific content area material from texts the students cannot yet read

The Individual Report of the DRP (samples follow), will indicate these three reading levels for each student. The teacher can match the DRP unit value of any book with the appropriate DRP score of the students, with confidence that the match will probably be valid for the purpose intended.

DRP values of many textbooks used in schools throughout New York State may be found in the Degrees of Reading Power Readability Report (College Entrance Examination Board, New York, updated each year). It may not be possible to find the DRP values of books available in summer schools. Teachers may compare the sample paragraphs printed on the reverse side of the DRP Individual Report to texts actually available in the school to judge their suitability for given students.

DRP instructional levels will be used as a basis for dividing students into homogeneous tutorial groups, as described in the section on The Individualized Tutorial.

DEGREES OF READING POWER™

INDIVIDUAL REPORT

STUDENT: Jane

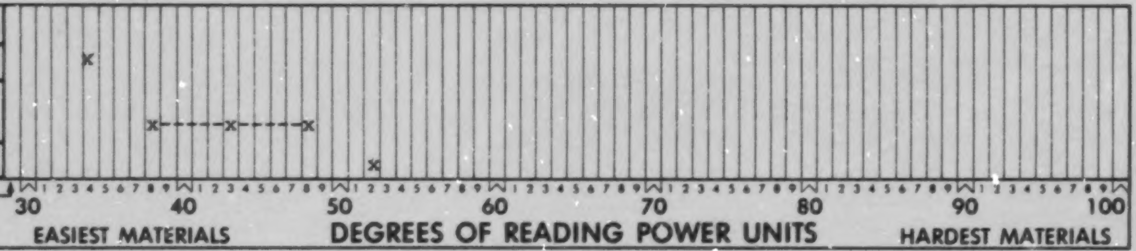
ID#:

GRADE: 07

DISTRICT:
SCHOOL:
TEACHER:

DATE OF TEST: April 1983
TEST FORM:
RAW SCORE:

	DRP SCORE	NAT'L.% ILE (STANINE)	LOCAL % ILE
INDEPENDENT LEVEL	34		
INSTRUCTIONAL LEVEL	43		
FRUSTRATION LEVEL	52		



Prose materials used in primary through graduate school range in difficulty between 30 and 85 DRP units. DRP tests identify the most difficult prose that students can read at three different levels of comprehension: the Independent, Instructional, and Frustration levels.

Independent Level

The Independent Level identifies the difficulty of materials which this student can read and understand without help. This student should be able to read materials of this difficulty, and easier materials, on his or her own.

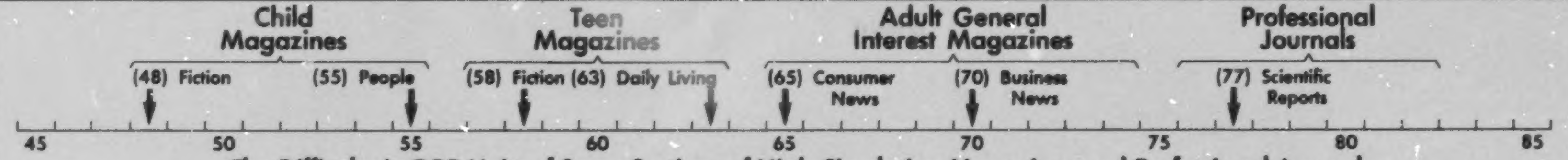
Instructional Level

The Instructional Level identifies the difficulty of materials which this student can read and understand with help. Help could include teacher assistance, classroom discussions, dictionaries, and other instructional aids. Materials of about this difficulty could be used for classroom instruction.

Frustration Level

The Frustration Level identifies the difficulty of materials which this student would find hard and frustrating to read. Such materials may be too difficult to use for effective instruction.

DRP test results can also tell you how well your student can read magazines. Listed below are the average difficulties or readability values of articles sampled from sections of high circulation child, teen, and adult general interest magazines and professional journals. The articles ranged in difficulty between 45 and 85 DRP units. By comparing this student's Independent and Instructional Level DRP scores with the DRP values of the sections of the magazines and journals, you can see what kinds of articles this student should be able to read.



The Difficulty in DRP Units of Some Sections of High Circulation Magazines and Professional Journals

It takes most people some time to get used to a new scale of numbers. To help you interpret the meaning of DRP units, the difficulty values of eight sample prose passages are listed by DRP units on the reverse side. The listing may help you judge the difficulty of materials this student can understand at the Instructional and Independent levels.

SCHOOL NOTES:

DRP-11-82

THE READABILITY OF SAMPLE PROSE-PASSAGES IN DRP UNITS*

34 DRP Units

Bears are big. They need a lot of food. Bears eat meat. They eat bugs. They eat berries. They eat honey. They eat fish, too. Bears feed in the spring. They feed in the summer. They feed in the fall. Bears look for food then. They hunt. They fish. They dig roots. They pick berries. They eat a lot. They grow fat. Soon, winter comes. It gets cold. It snows. But bears don't need to go out. They don't need food. They are fat enough. They can sleep.

43 DRP Units

A bark canoe proved to be better than a log canoe for several reasons. It hauled heavier loads. It glided more smoothly. A log canoe was hard to repair. But cracked, torn, or worn bark could be mended quickly. A bark canoe weighed less than a log canoe. It was so light a lone man could carry it. A log canoe could be no larger than a tree. But a bark canoe was different. It could be almost any length.

47 DRP Units

The part of a beach between high and low tide is called the middle beach. It is home to many plants and animals. But life on this middle beach is hard. There is no protection against the wash of the oncoming waves. Some animals survive by digging holes in the sand. They can stay in their homes under ground. The undertow will not pull them out to sea. They are safe.

51 DRP

Most creatures take great care to protect their eggs. The walking stick does not. It just drops its eggs, scattering them loosely on the ground. Dozens and dozens drop at a time. As the eggs fall onto dry leaves, they sound like raindrops falling. Many of the eggs do not hatch. But enough do so that the walking sticks will not die out. They have existed on earth since before the era of the dinosaurs.

60 DRP Units

The most ancient hand tool yet identified is the stone hand ax. Such instruments are more than 250,000 years old. Hand axes were made either from flint or from a fine grained jack that would provide a sharp edge. Using a second stone, flakes were hammered off around the edges. The resulting tool had a jagged cutting edge down each side. It had a crude point and a smooth, round butt. During the thousands of years in which this tool was used, it underwent relatively slight changes in form.

64 DRP Units

Wall paintings are especially vulnerable to atmospheric change. Archaeologists know this. Hence they try to discover, before opening a tomb, whether they will find murals. Special tools have been designed for this purpose. One of the most useful is a kind of camera that can be dropped into the ground before the digging starts. If the camera indicates the presence of wall art, scientists can prepare to take steps to preserve the painting as soon as it is reached.

72 DRP Units

The ancient Romans' concept of justice and their view of individual rights continue to be guiding forces in contemporary western society. Their code, developed by the emperor Justinian, provided, for example, that no person was punishable for his thoughts, that fathers could not be compelled to bear witness against their sons, nor sons against their fathers, and that the burden of proof rested with the accuser, not with the party denying the accusation.

81 DRP Units

Thomas Jefferson's belief in man's ability to govern himself is well known, but his views concerning the conditions under which this ability can be successfully realized are less familiar. Jefferson believed that a natural moral sense -- which he assumed to be a universal characteristic of mankind -- was the initial and basic prerequisite for self-government. The effective operation of this moral sense was then influenced, he believed, by environmental factors, in particular by economic circumstances.

---

* Additional information on the difficulty of textbooks is contained in the Readability Report, a publication available from the College board.

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Interest Inventories

A student's motivation to read has received wide attention and interest although it remains the most elusive component in the realm of assessment. Nonetheless, teachers know that attention--or intention--remains a sine qua non in reading instruction.

There are many published interest inventories, and teachers can readily devise one based upon their unique knowledge of the students. Open-ended questionnaires, such as the one included as Appendix A is an effective and frequently used technique.

Interest inventories may be completed independently by students who are capable of doing so. For less able readers, teachers may read the open-ended sentence aloud. Students write answers on a separate answer sheet that has numbers parallel to those on the inventory. Sentences may also be written on the chalkboard; students respond orally or in writing.

The teacher later reviews the responses to identify the most frequently named interests and preferences. This information will serve as a guide for selection of reading materials for the whole group literature lesson, as well as for tutorial purposes.

The day they complete their inventories, the teacher announces that she or he will carefully study each one and will give them a summary the next day. This strategy demonstrates several important facts to the students, i.e.:

- Their interests and opinions are taken seriously.
- Work they produce in class is given time and thought by the teacher.
- The teacher would like to select reading material that will be of interest to the students.

These messages between teacher and student contribute significantly toward building bridges of mutual trust and respect.

Writing Sample

In addition to the analyses of either the citywide writing assessment or the state writing test which the student has taken, it will be instructive to both teacher and student for the student to provide a writing sample within the first week.

On the second or third day, the teacher distributes writing paper and pencils and ask students to write on a topic that is broad enough to appeal to everyone, e.g.:

> "The experiences that we remember are usually those that were particularly happy, sad, fearful, embarrasing or triumphant.
>
> "Write about one such experience describing both what happened and how you felt when it happened."

The teacher's consideration of each sample takes two forms: a narrative response to the student and a diagnosis for teacher use.

A. The response to the student should include:

- a comment about the content that shows interest in what has been written
- a question or two that encourages further development

B. The diagnosis for teacher use should include observations on:

- content
- organization and development
- word choice
- sentence sense and usage
- mechanics

(See samples of writing and teacher's comments which follow.)

The experiences that we remember are usually those that were particularly happy, sad, fearful, embarrassing or triumphant.

Write about one such experience describing both what happened and how you felt when it happened.

I felt sad when my dog died on September 7,1979, but I am going to get a new dog in about three weeks. When my dog died I felt very sad but when I found out I was getting another one I wasen't as sad. When we got my dog it was christmas I was so happy to get her She was a christmas present from my mother & father.

RESPONSE TO STUDENT

It is very sad to lose a pet that you have grown to love. I would like to hear more about what happened and how you felt when it happened. Was your dog sick or was he in an accident? How long did you have this dog? Did you take care of him all by yourself? Why do you think you felt so sad? What are some of the things that you will remember about him even when you have gotten your new dog?

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Diagnosis for Teacher Use

Content:

Does not develop one idea about topic; choose between happy or sad experience and develop the narrative; needs help to decide on focus (talking might be more beneficial than writing).

Organization and Development:

Has difficulty deciding where to start narrative. Reread paragraph aloud and help determine where story starts. Ask question to stimulate story telling.

Word Choice:

Seems adequate; more content will probably demand a wider choice of words.

Sentence Sense and Usage:

Good variety of patterns. Run-ons. (Carelessness about terminal punctuation?)

Mechanics:

Lacks punctuation between main and subordinate clauses.
Lacks capital letters for names of holidays.

Summation of Assessment

The findings of the foregoing assessments and those described in the next section form the basis of teaching during the next five weeks. Looking at these results, the teacher knows:

1. The levels of readability they can use for all instructional purposes and for independent reading (SSR, literature, content area).
2. What the students want to read about.
3. How well they communicate ideas in writing.

The following section describes procedures for assessing specific word analysis skills that will need remedial attention.

If time permits, some of the short and easily completed assessments may be repeated during the last week of the program. Both students and teacher may be pleased to have tangible evidence of the progress made.

THE INDIVIDUALIZED TUTORIAL

Individualization is intended to suggest "in the style of the individual" and should not imply that instruction needs to be delivered to each student individually. Indeed, a well planned lesson that encourages the interaction of ideas and language within a small, compatible group may be a more effective setting for the development of vocabulary and comprehension skills.

In a similar manner, instruction in phonic or structural elements of language does not need to focus on the precise phoneme or structure that each student needs to learn. (No one is likely to memorize every phoneme or structure!) Students who show inadequacies in either area of word analysis need to be sensitized to the concept that the sounds (phonemes) of our language are represented by written symbols (graphemes) and that these sound-symbol associations combine to form whole word (morphemes) or structures within words. Therefore, a group of students who are deficient in sound-symbol associations can receive directed instruction in this principle or concept. Each student can then, during supervised practice, do exercises in more specific areas of deficit.

Comprehension skill development also benefits from small group interaction in which students share and stimulate their individual understanding of the concept underlying the particular skill.

Grouping

During Week One, the teacher administers diagnostic surveys of word analysis skills (Appendices B and C) and basic sight vocabulary recognition (Appendix D) to students whose DRP instructional levels are below 35 units. Performance at this level suggests that these students may actually be at the earliest stages of reading development and have not yet mastered the fundamentals of literacy, such as basic sight vocabulary recognition and sound-symbol associations.

Students whose survey results confirm the need for instruction in these areas will be taught together during tutorial instruction (designated as Group A) following the "Suggested Six-Week Schedule" below.

Group B students, whose DRP instructional scores are higher than those of Group A, may be presumed to have achieved functional competence in word analysis skills and basic sight vocabulary. Tutorials for Group B will focus on improvement of the vocabulary and comprehension skills measured by the CAT. As Group B students display a need for specific word analysis skills instruction, these should be taught, as needed, and integrated into the tutorial lesson on comprehension. The sequence of tutorial instruction for Group B also appears in the "Suggested Six-Week Schedule" below.

Planning

The Individualized Tutorial period should follow the whole class literature or content area reading lesson, while the other students are doing follow-up assignments independently. The material that has already been read and understood can then be used as practice exercises during the tutorial.

For example, words may be taken from the reading passage to illustrate the function of specific phonic or structural elements of language. One section of the reading passage can be used to process a specific comprehension skill that either was not an objective of the reading lesson or a skill in which the tutorial group needs more intensive instruction.

Teachers may create their own materials or select from among published workbooks, however, by using the same material for both the reading lesson and the tutorial, the need for locating or creating additional practice materials is obviated. Furthermore, the students are able to focus on specific skills using reading material with which they are already familiar.

Selecting Performance Objectives

Performance objectives for Group A's Individualized Tutorial sessions will be directly based on the results of the above diagnostic assessments of phonic and structural elements and basic sight vocabulary recognition. Group A should also receive tutorial instruction in comprehension.

Performance objectives for Group B's Individualized Tutorial sessions will be selected from among the comprehension criteria of the CAT, as follows:

1. Recall of Facts: Students will recall literal information contained in a passage or story they have read, and differentiate these facts from expressed opinions or inferences.

2. Inferred Meaning: Students will deduce meaning not explicitly stated, but logically suggested by the textual material read. This will include inferring the main idea of the passage and drawing conclusions.

3. Character Analysis: Students will identify information in a story which describes the feelings, opinions or personality traits of characters; students will deduce or infer such traits from relevant information provided in the text.

4. Figurative Language: Students will identify the meaning of words and phrases in a story which are not used literally, but are idiomatic or exaggerated substitutes for literal expressions, e.g., "It rained cats and dogs!"

5. Author Attitude/Position: Students will recognize the "voice" of the author in evaluating the meaning of a reading selection, differentiating established fact from the individual perspective or experience of that writer.

6. Techniques of Persuasion: Students will identify words or phrases used by the author to influence the reader toward a particular point of view; propaganda techniques such as creating "the band-wagon effect" or the use of "testimonials" will be recognized in the reading selection.

One of the above performance objectives will be selected by the teacher as the basis of the individualized tutorial lesson.

The Individualized Tutorial Lesson

To maximize instructional time and effect, a lesson plan should be written which will enable the full development of the performance objective from its basic concept to its ultimate application in actual reading. Each lesson plan will provide for two 20-minute tutorials in which students experience the objective through all language modalities. Whether learning a phonic element or a comprehension process in the course of the lesson students will:

- listen
- speak
- read and
- write.

Each developmental lesson plan provides for the following sequence of instruction: Directed Instruction, Supervised Practice, and Application to a Real Reading Situation.

I. Directed Instruction

The students listen while the teacher explains and illustrates the conceptual foundation of the performance objective. Students speak about the concepts underlying the objective and provide their own illustrations, questions, etc.

Illustration A.
Performance Objective: Sight Vocabulary: Students will read five selected sight vocabulary words from the Kucera-Francis List rapidly, without need for analysis of phonic or structural parts: all some there then they

Directed Instruction:

- The teacher presents the concept that there are familiar, recurring sights and sounds in our daily environments that we deal with rapidly, almost without conscious thinking. Teacher illustrates this: walking through a doorway; sitting on a chair; hearing traffic sounds, etc. Students are asked to contribute similar examples.

- By contrast, there may be unusual, less common sights and sounds that we have to stop to think about: an ambulance in front of the school; a "wet paint" sign on the classroom door; etc. Students are asked to give other illustrations of uncommon events.
- The teacher presents the notion that there are words, also, that are so common, repeated so often, that we must respond to them without much conscious thought--automatically; for example: and, to, so,. Students add their own illustrations.
- The teacher adds that these words, in spite of their common usage, are important in conveying the meaning of what we read. This is illustrated in short sentences:

  "I ate all of the cookies."
  "I ate some of the cookies."

  Students contribute their own examples.

Illustration B.

Performance Objective: Inferred Meaning: Students will deduce meanings not explicitly stated but logically suggested by textual material.

Directed Instruction:

- The teacher enters with a folded umbrella.
  What are the facts? (Teacher is carrying an umbrella.)
  What can we infer from the facts? (He or she thinks it will rain; it is raining.)
- What are the differences between a fact and an inference?
- What is an "inferred meaning"?
- The teacher elicits students' own examples of inferred meanings.

Illustration C.

Performance Objective: Figurative Language: Students will identify the meaning of words and phrases in a story which are not used literally, but are idiomatic or exaggerated substitutes for literal expressions.

Directed Instruction:

- The teacher presents the concept that ideas can be expressed in many different ways. Different nationalities, regional groups within a country, or even families develop their own "pet expressions." This is one reason why it is so hard to learn foreign languages. For example, imagine that a person just landed in New York from Switzerland, knew no English and heard someone say:

  "It's raining cats and dogs today."
  "My house is as neat as a pin."
- Students are invited to take the part of that foreign traveler hearing other figurative language and give their own illustrations of idiomatic expressions.
- When one reads the words of any other person--even in our own language--we have to use the context to interpret meanings of figurative language.

In the course of this directed instruction through listening and speaking the teacher can observe the extent to which the students in the group actually understand the concept underlying the performance objective. When this is generally understood, the lesson proceeds to the next stage of development.

II. Supervised Practice

In this stage, the teacher closely supervises the students' application of the performance objective using short sentences or paragraphs. Reading material is deliberately kept brief to permit students' repeated practice of the concept, and the teacher's frequent opportunity to assess learning, correct errors, and provide additional instruction.

Supervised practice periods can utilize stories and texts used in the reading lesson, teacher-made worksheets or published workbooks selecting those exercises that provide practice for the performance objective of the lesson. Answers should be discussed and students should be required to explain or justify the answers they select.

The emphasis during Supervised Practice is on the process used, rather than merely the correctness of the answer.

III. Application to Real Reading and Writing

In order to assess the effectiveness of Directed Instruction and Supervised Practice students must be able to apply the performance objective in the reading to real stories, books, or newspapers.

During this last stage of the developmental lesson, students will read a story and through questioning (or teacher observation) will demonstrate that the performance objective has been achieved, e.g.:

If the objective has been the rapid recognition of sight vocabulary, the teacher will ask the students appropriate questions after the story is read, such as:

"Did John take all the money?"
"What happened then?"

If the objective has been a comprehension process, such as inferred meaning, appropriate questions may be presented before the reading, such as:

"Why do you think Sarah left early?"
"What is this story mainly about?"

If suitable reading material is not available (or there are not enough copies), the teacher may follow one of these alternatives:

- Read a story aloud to the group. Pose questions appropriate to the performance objective and have students write their answers.

- Write a short story and questions on the chalkboard and have students respond in writing.

- Write an incomplete story on the chalkboard and have students create an ending, developing an inference, or using figurative language, or doing a character analysis, etc.

At each stage of the developmental lesson the teacher will observe and assess the extent to which the stated objective has been learned and the possible need for reteaching using a different approach.

Each lesson should be developed over two consecutive individualized tutorial periods. This will allow for a full development through listening, speaking, reading, and writing. Extending the lesson into a second day also enables the teacher to assess the students' ability to recall what was taught. When the group has thus demonstrated mastery of an objective through its application to real reading, another performance objective can be introduced.

Note: One individualized tutorial period weekly should be left free. During this time the teacher will meet with selected students who seem to need additional help. These may not necessarily be the most deficient readers, but may be students who are close to mastering an objective and will do so with additional instruction.

A suggested six-week schedule for Individualized Tutorials follows:

Gates Summer School 1983

Suggested Six-Week Schedule for Individualized Tutorial

WEEK	DAY	INDIVIDUALIZED TUTORIAL-- PERFORMANCE OBJECTIVE (20 min)	
Week One	Monday	Holiday	
	Tuesday		
	Wednesday	Group A	Assessment
	Thursday	Group A	by
	Friday	Group A	Teacher
Week Two			
	Monday	Group A	Assessment (continued)
	Tuesday	Group B	Fact and Opinion
	Wednesday	Group A	Phonic & Str. Anal.
	Thursday	Group A	Based on Assessment
	Friday	Selected Individuals: A/B	
Week Three			
	Monday	Group B	Character
	Tuesday	Group B	Analysis
	Wednesday	Group A	Basic Sight Vocab.
	Thursday	Group A	(Kucera-Francis List)
	Friday	Selected Individuals: A/B	
Week Four			
	Monday	Group B	Inferred
	Tuesday	Group B	Meaning
	Wednesday	Group A	Recall
	Thursday	Group A	of Facts
	Friday	Test Taking Skills: A/B	
Week Five			
	Monday	Group B	Figurative
	Tuesday	Group B	Language
	Wednesday	Group A	Inferred
	Thursday	Group A	Meaning
	Friday	Test Taking Skills: A/B	
Week Six			
	Monday	Group B	Techniques of
	Tuesday	Group B	Persuasion
	Wednesday	Group A	Character
	Thursday	Group A	Analysis
	Friday	Testing	

TEACHING WORD IDENTIFICATION TECHNIQUES

The competent reader uses more than one technique to identify words. Remedial students need to learn to use alternative techniques, including:

- phonic synthesis and analysis
- structural synthesis and analysis
- basic sight vocabulary
- configurational clues

The student will obviously never be able to memorize all the phonic elements, structures, and configurations of the English language. What is taught, however, is that there are several alternative approaches and the basic strategies for using them.

Phonic Synthesis and Analysis

The reason for teaching phonic elements is to help the students read unfamiliar words. The student must associate the letter or combination with the sound it signifies and then blend these sounds into a word that can be pronounced.

This is a helpful strategy when the letters in the word are associated with specific sounds. Many consonants (d, n, z), consonant blends (tr, bl. cr), and digraphs (ch, sh, ph), consistently signify the same sounds. It is useful for students to learn these sound-symbol associations.

There are, however, other letters in the English alphabet that signify several sounds, and, conversely, several sounds that are signified by one letter:

- consider s as in saw, was, and sugar or a as in man, about and all.
- conversely, the letter c (car), k (kite) and ch (character) all represent the same sound.

Students may be expected to master those commonly used phonic elements that are consistently represented in our language.

Regular phonic elements can be taught separately (c-a-t) and then blended into a word (cat); or words (run) with regular phonic elements can be analyzed (r-u-n). In either approach, the objective is to learn the letter-sound association as a means to reading meaningful language.

Phonic elements are always taught in the context of real language, and not as isolated exercises. As students learn new letter-sound associations, they should apply this to reading appropriate stories, poems, etc., so that the purpose for phonic instruction is always clear.

Students with a preference for auditory learning should be most successful with a phonic approach to reading.

Structural Synthesis and Analysis

Another way to identify an unknown word is to examine its structure. Linguistic or word structures are composed of one or more letters that together become pronounceable units within a word, most often as syllables.

Some syllables may be real words themselves. For example, birthday is actually a compound word made up of birth and day, whose meanings remain the same in the new word, i.e., "the day of a birth."

Other syllables and inflections have no independent meanings but do alter the meaning of the root to which they are affixed. (See illustrative chart below.)

CLASSIFICATION OF WORD STRUCTURE ELEMENTS TOGETHER WITH EXAMPLES AND WORD RECOGNITION PROCESSES

WORDS IN A COMPOUND WORD	STEM OR ROOT WORD	INFLECTIONAL FORMS	PREFIXES	SUFFIXES	POSSESSIVE FORMS	CONTRACTIONS	SYLLABLES
Example: *snowman* Children learn to identify the two separate words in a compound word as *snow, man,* when having difficulty in reading a compound word.	Example: *joy* Children learn to look for the stem word in words changed by adding affixes as *joyful, enjoyed, enjoyment* as needed when meeting unrecognized words.	Examples: Words changed by adding *s—cats* *es—boxes* *ed—walked* *ing—walking* *er—sweeter trainer* *est—sweetest* Children learn to recognize and pronounce these endings when encountered in reading words.	Examples: *re—return* *dis—disappointed* Children learn to recognize prefixes and their meanings when encountered in reading words.	Examples: *ment—amusement* *less—helpless* Children learn to recognize suffixes and their meanings when encountered in reading words.	Examples: *John's* hat the *girl's* doll Children learn to identify possessive forms by noting apostrophy *s* in reading words.	Examples: *didn't* *aren't* *haven't* Children learn that the one word stands for two words, and that the apostrophy shows where a letter was left out.	Examples: *dan ger* *wis dom* Children learn the concept of a syllable, and learn several ways of dividing words into syllables, when reading words.

*Nila Banton Smith, Reading Instruction for Today's Children (Englewood Cliffs, NJ: Prentice Hall, 1963), p. 218

It is important that students understand the rules and procedures for analyzing or synthesizing the structural components of words so that meaning will not be sacrificed. Children should not be encouraged to indiscriminately "look for the little word in the big word" which can lead to errors such as fat/her for father. Such errors are avoided by always teaching word parts within the context of meaningful vocabulary and real reading situations.

Students with preference for visual learning should benefit from the structural approach which presents larger "chunks" of visual information than single letters or blends.

Approaches to Basic Sight Vocabulary *

A comparatively small number of words occur with extremely high frequency in our language. Many of these words are those that unite vocabulary into highly regular sentence patterns. The reader must develop these words, many of which do not follow regular spelling patterns, as a rapid recognition vocabulary.

The 220 words in the Kucera-Francis study are the words of greatest frequency in present-day American English. (See Appendix D.)

Activities for developing rapid recognition vocabulary should always account for meaning through a picture context, written sentence context, or oral language context. Such activities include the following:

1. Cut pictures from magazines that represent vocabulary of high frequency: form classes, such as nouns (eyes, people); verbs (jump, eat, drink); and adjectives (little, blue, yellow). Paste the pictures in a large circle on tagboard. Attach a tagboard pointer in the center of the circle with a paper rivet. Prepare a set of tagboard word cards with the words represented by the picture. Each player spins the pointer and notes the word represented by the picture.

2. Use illustrations or large pictures that represent a variety of high-frequency words for development. Prepare sentences on tagboard to match the action in the picture.

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* Abstracted from: Robert B. Ruddell, Reading-Language Instruction: Innovative Practices, (Englewood Cliffs, N.J: Prentice-Hall, Inc., 1974) pp. 343-347.

For example:

The boy threw the ball.

It crashed through the window.

The angry man is talking to the boy.

Configurational Clues

Students should learn to recognize some words by their shape or configuration. This technique is useful in the rapid recognition of commonly used words which are often irregular in their phonic and structural components.

Using this strategy, the student will not try to analyze the word into either phonic or structural units, but will form an image of the word as a whole, almost as a logo, the way we read the symbols $ as "dollar" and St. as "saint" or "street," depending on the context.

It is largely by configurational clues that beginning readers recognize their own names, their own street addresses, and words regularly occurring in the context of their daily experiences such as supermarket, auditorium , and mother.

Configurational reading of common words is necessary to fluency but cannot be practiced out of context for two primary reasons:

1. The meaning of even a commonly used word is apparent only when the word is part of a phrase or sentence. (I can open that can of soup.)

2. Many commonly used words have the same configuration (he and be; being and bring) and need the syntactic (word order) and semantic (word meaning) clues of the surrounding text to help the reader understand them correctly.

Awareness of the configuration or shape of word will benefit all students. Actually drawing the contour lines around the words provides useful visual-motor practice for students who learn best this way.

Methods and Materials

Published teaching materials available during the summer term may be inappropriate to the specific needs of individual students. To fill this need, two time-honored approaches are recommended: The Language Experience Approach and, for those with fundamental decoding problems, the Fernald Method.

Language Experience Approach (LEA)

This approach can be very effective in teaching beginning readers that printed words are simply spoken language written down. Thus, the students capitalize upon the store of oral language they bring to the reading situation. This provides the unique advantage of students learning to read words and ideas they already understand. As the teacher writes the story dictated by the students, they can see the encoding of speech into print; as they read that story, they experience the same process in reverse, i.e., decoding from print into speech.

Using students' own language and ideas provides built-in interest in the material to be read. Phonic and structural elements of the language, as well as specific comprehension processes, are then taught analytically, i.e., from the whole (word or story) to its parts.

Suggested Procedures:

Students are engaged in the oral discussion of a shared or familiar experience, e.g.:

- What did you do yesterday when it rained?
- What did you think of the movie shown in school yesterday?
- What have you noticed about this school?
- What do you know about trees?

- Present uncaptioned pictures selected from a newspaper to initiate the discussion.

- Seated in a group, each student writes or dictates a caption for each picture, which is written in the lower margin. (Dictated language is best written verbatim. If there is a gross distortion of meaning, the teacher may tactfully suggest an alternative word or sequence.)

  - As each caption is written, the teacher comments, and elicits comments, on:
    - spelling patterns
    - similarities/differences between words
    - frequency of basic sight vocabulary
    - esoteric or low-frequency words
    - ideas expressed
    - the permanence of written language, as contrasted with oral language

  - The group's captioned pictures are examined as a collection on a specific theme. The students collectively suggest an appropriate sequential arrangement for them. When sequenced, they take turns reading the captions aloud as the teacher writes them on the experience chart or chalkboard. (Spaces are left for connecting sentences/phrases.)

  - Students together reread the dictated story and insert connecting sentences/phrases to give it continuity. The story is copied by each student into a notebook. This is now the reading material with which word analysis and comprehension skills may be practiced.

  Note: Above procedures are obviously not the work of one lesson. The whole process can and should be extended over many days. In this way, the teacher provides for testing for recall of whatever words were dictated and read on the first day.

Fernald Approach

First introduced by Grace Fernald in 1921, the approach has been incorporated under other names, such as VAKT, multimodal, kinesthetic- tracing, perceptual-motor, etc.

The Fernald approach is based upon its developer's observation of her students' "need for movement." She, therefore, added that component--movement, or kinesthesis--to sight and hearing in helping students to learn. Ms. Fernald favored the use of cursive writing and the student's own (organic) vocabulary in her teaching. Words may be selected from a LEA story that the group wrote. Through the years, there have been many adaptations of this approach using manuscript writing, sight words, vocabulary from content areas, etc. Whatever handwriting or vocabulary is used, however, the basic sequence of instruction is invariant.

Stage One

(For non-readers or seriously disabled readers.) Using construction paper, place a rough surface, such as wire mesh or sandpaper, under the paper. This results in raised letters for the final product.

- Students see the teacher write the word.
- Students hear the teacher say the word.
- Students say the word.
- Students hear themselves say the word.
- Students trace the word with their fingertips and feel the surface of the letter.
- Students feel the movement of the letter outlines.
- Students see the movement of their own hands writing the word.
- Students say the word as they trace it.
- Students hear themselves say the word as they trace it.
- Students write the word from memory (3x).

Stage Two

(For less disabled readers, a shorter and less complex sequence is recommended.) Using pencil on index card:

- Students see the teacher write the word.
- Students hear the teacher say the word.
- Students say the word.
- Students look at (study) the word.
- Students visualize the word (eyes closed).
- Students write the word from memory (3x).

Stage Three

If Stages One or Two have used cursive writing, the same word should be printed now (individual cards or listed on paper) so students see letters as they appear in books.

- Students look at (study) the word.
- Students visually note resemblance of new word to those already learned.
- Students hear the teacher say the word previously learned.
- Students say the word.
- Students write the word from memory (3x).

Stage Four

Using words in sentence context. Each word taught is now printed in the context of a sentence.

- Students *look* at new words in the sentence.
- Students *visually* note resemblance of new words to those already learned.
- Students *hear* the teacher say the word previously learned.
- Students *write the word from memory* (3x).

At Stage Two, students write each word on an index card. (In Stages Three and Four, a notebook may be used.) In this way they develop *word banks* which become reference files to which new words may be compared.

Phonic and structural elements are taught *analytically*, i.e., by directing the student's attention to these elements *in words already mastered*. Word analysis skills will increase as these elements are noted again and again in known words and in new words.

Deficits previously noted in the areas of comprehension can be taught. When words are put in the context of a sentence (Stage Four), these sentences can become the material for processing literal, interpretive and inferential meanings. Meanings of new words in the same sentences can be deduced though context clues. Single sentences may be expanded to develop more meaningful material for further teaching.

The Individualized Tutorial is the aspect of the day's program that is specifically responsive to individual learning needs. For this reason, it may require the greatest amount of planning and creative thinking by the teacher. It may be difficult or impossible to locate published materials that meet the diagnosed needs of remedial students. The materials that teachers create themselves--and with their students--is frequently the most effective.

The impact of the tutorial, however, will not come from any materials, but from the direct instruction and experience that the teacher shares with students.

SUSTAINED SILENT READING

Sustained Silent Reading (SSR), a concept developed by Lyman Hunt* at the University of Vermont, is an essential component for every reading program. There is but one simple requirement: that each student read something. During this time, the total classroom is transformed into a library setting with the teacher acting as a model and peer.

The SSR technique works best when students are surrounded by a wide choice of good literature which is at their independent reading level, which is attractive to them, which has their true interests at heart. For every child, whatever his or her strengths or needs, the world of students' books provides an entrance into standard literacy, appreciation for literature, and personal enjoyment.

Because reading is an individual and personal experience, we need to provide students with many different kinds of materials for their free, independent, recreational reading. Some of these materials can include:

- trade books and anthologies, both current and past
- students' magazines, such as CRICKET and EBONY, JR
- students' own publications, such as school and class magazines and newsletters; and, of course, students' own stories and books which have been clearly duplicated.

Simple Steps in Self-Selection of Books

The first requirement is the selection of an assortment of suitable reading materials obtained from the school library, classroom collections, book fair purchases, public circulating library, and from students' own home libraries. The range of difficulty and interest should be broad.

Helping Students to Choose a Book

For the first occasion, it is recommended that a large table, or a section of the floor, be "covered" with books. The students sit around the books as the teacher models the choice of a book. The teacher selects one, looks through it, tells the students what is being done, then goes on to the next. After having gone through at least ten books, the teacher chooses one to read for the period and then invites students, a few at a time, to do the same. The purpose is getting students excited about the world of books through self-selection.

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*Marlene and Robert McCracken, Reading is Only the Tiger's Tail (San Rafael, Cal: Leswing Press, 1972). Reprinted with permission.

Excesses of choice will occur at first. Students who need simpler reading material may select very difficult books. Teachers will ask all students why they selected a particular book, but will not discourage them from reading the chosen book. After several periods of free reading, students naturally select books at their own level of reading. For the occasional student who does not, the teacher may intervene by conversing about the books which this student has chosen.

It must, however, be understood that excesses of choice can have good mental hygiene overtones. (Individualized Reading, Publication No. 40, Board of Education, City of New York.) Poorer readers may connect "easy" books with past failures. It is important to know about students' feelings about the books they read, in addition to interests and instructional levels.

Students will discuss their favorites, their new interests, the excitement found within a particular book. As they share their thoughts and feelings about books, they gain sound bases for making future selections.

What in the World of Literature Should Be Included?

"Everything is grist--comics, adult magazines, childrens' pages from Sunday papers, news clippings, adult poetry, fairy tales, an atlas, anthologies. How else can the student learn the width and depth of the reading world? How else can she or he find directions, needs, problems, identifications, joys and solaces in the world of books? How else can he or she read?"*

HOMEWORK

Homework serves as an extension and reinforcement of what has already been learned during the school day. During this summer term, homework assignments should be brief and easily executed: writing assignments, interview, newspaper reviews, etc.

Teachers, students, and parents have roles in homework activities.

Teachers - establish a daily pattern for homework assignments so that students and parents can plan other activities accordingly.
- develop out-of-school assignments which reflect or expand what has been taught, and can be completed by the student independently.
- check to see that each student clearly understands what is expected by the assignment.
- check to see that books and other materials are available.
- monitor efforts made as well as results of the assignment.

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* Lucy Milton, "A Loosened Spirit," Childhood Education, 34:64, October 1957.

Students - take responsibility for writing down the daily homework assignment.
- make sure they have the books or other materials needed.
- complete and submit each assignment on time.
- bring to the teacher's attention problems that arise in connection with homework assignments.

Parents - provide uninterrupted time and quiet space where the student can do homework.
- encourage the student to make a consistent and sustained effort.
- praise student's efforts.
- communicate with the school if problems arise: e.g., assignments unclear; too difficult/too easy.
- are available for assistance, but allow the student to work independently.

During the summer, students need to be encouraged to practice many kinds of reading during after-school hours including story books, magazines, cook books, and travel guides. As in all skills, the more the student reads, the more his or her reading will improve.

TEST-TAKING SKILLS *

All tests are designed to measure what students actually know. To that extent, everything learned during this summer session should be reflected in the student's retest in August.

However, in addition to what students know, tests also measure how they record what they know. Familiarity with the mechanics of test-taking helps students become more comfortable during the test period, thus freeing them to actually use and record their understanding.

In the course of this summer term, students should be given specific practice in test-taking strategies. Efficiency in test-taking will require the following:

1. The ability to follow directions, both oral and written.

2. The effective management of time.

3. Practice in the use of separate answer sheets.

4. Choosing the best answer.

5. Skimming and scanning strategies.

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* For additional suggestions see Division of Curriculum and Instruction, "Test Utilization: A Resource Guide for Teachers" (New York: New York City Board of Education, 1981.)

Each of these skills can be incorporated into a typical day's classwork. The teacher needs to be sensitive to such opportunities.

1. The ability to follow directions, both oral and written

    - Keep directions for daily routines minimal and clearly stated, orally and in writing.

    - Require adherence to directions through reminders, rehearsals, consequences, etc.

    - Before a lesson or word game begins, make certain that all related directions have been understood by each student.

    - Comment when a student's error is related to misunderstood directions.

2. The effective management of time

    - Set time limits for sections of the daily routine.

    - Note beginning and ending time on the chalkboard for the writing period, SSR, et al. ("It is now 10:28. Continue reading until 10:38.")

    - Note mid-period time and minutes remaining; remind students to look at the chalkboard periodically. ("It is now 9:50; you have 8 more minutes to write.")

    - Check to see that all students can read time notations and have a clear concept of how much time it might take to complete a particular lesson. (Do students equate "9:45" with "a quarter to ten."?)

    - A kitchen timer can provide reinforcement of training in this skill.

3. Practice in the use of separate answer sheets

    - In any daily quiz, ask students to record answers in a particular format in notebooks or on separate papers. The recommended formats are those used in the California Achievement Test of reading.

4. Choosing the best answer

- In daily discussions and quizzes, encourage the students to consider alternative answers to a question and discuss reasons for selection of a particular answer. Refer to text for justification where possible.

- Be sure the reason for selecting one answer over another is understood by all.

- Provide practice in identifying the clues that lead to a best answer: "signal words" to comprehension; italicized print for emphasis; dashes, commas and punctuation suggesting special or subordinate ideas; quotation marks, etc.

5. Skimming and scanning strategies

- These skills can be taught in the context of SSR as students are helped to select an interesting book.

- These strategies are needed for rereading material in doing comprehension probes.

Each of these test-taking strategies is important in successfully playing almost all games, both verbal and non-verbal. Games involve following directions, staying within time limits, keeping score on a separate sheet, considering more than one answer, scanning a gameboard to see what an opponent is doing.

For students who have finished a lesson before the rest of the class, a variety of games should be made available. Non-verbal games, such as checkers, can provide useful practice. Verbal games, such as Scrabble or Monopoly, provide practice in all these skills plus the reading experience.

Directions for a word game (GRAB!) that can be made by students themselves, and is adaptable to all ages and interests, appear in Appendix E.

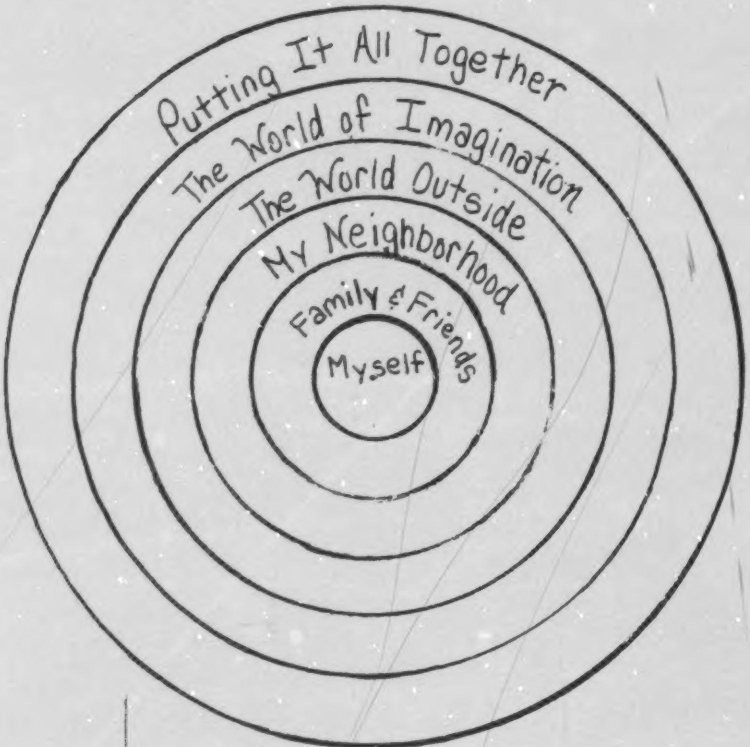
Part II

Overview of Weekly Plans

As a way of giving unity and structure to the Communication Arts-Reading Class, we suggest a thematic organization with a different but related theme for each week of the Summer Program. In so far as possible, the theme will serve as the focus for the literature and related writing, speaking, and listening activities, and may sometimes be related to newspaper activities, journal writing, and Sustained Silent Reading.

"Much of value can result by organizing instruction in topical or thematic units, so that children repeatedly use a similar core of concepts and vocabulary terms in reading, writing, and speaking over a period of several weeks. In so approaching instructional planning, the basic thematic ideas serve, in effect, as advance organizers of the instructional activity that is to follow."*

Therefore the themes of the six weeks of the summer school will represent the ever-widening circles of human experience, beginning with oneself, and extending outward to family and friends, neighborhood, the world outside, the world of imagination. The sixth theme is, appropriately, "putting it all together."



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*James R. Squire. *Instructional Focus and the Teaching of Writing* (Lexington, MA: Ginn and Co.)

Overview of Weekly Plans: Week One

Each day of the week will consist of ninety minutes of Communication Arts-Reading-related activities, so that students will be immersed in all aspects of thinking and communicating through language. (See pp. 3-4)

The time allocations are suggested and teachers will make adjustments and modifications. Some segments may be omitted on a particular day and another activity expanded. We suggest that if the schedule is too full, teachers may follow a plan whereby, for example, journal writing may alternate with newspaper reading. We do believe that a set schedule is helpful to students in giving them a sense of form and continuity.

The weekly reading lesson plan for the first day of each week is followed by suggested activities. Teachers should feel free to add additional reading lessons, related to the weekly theme, where possible.

Week One - Theme: Myself

Day 1: ACTIVITY 1 - Getting to Know You (10 minutes)

For the first two days, pupils and teacher use a game to introduce themselves.

PERFORMANCE OBJECTIVES Students will be able to:

. identify the teacher and one another by name.
. use descriptive adjectives during a speaking and listening activity.

DEVELOPMENT

1. Teacher and students introduce themselves by giving their first names in combination with a describing word that starts with the same sound as the first letter of their name. (Example: I am Merry Marcia.)

2. The teacher may need to use several students' names as examples, perhaps writing them on the board to draw attention to the matching initial sounds.

3. The teacher starts off. Student No. 1 repeats what the teacher has said, and adds his/her own name as an introduction. (Example: Teacher: I am terrific Tyrone. Student No. 1: He is terrific Tyrone. I am merry Marcia.)

4. Student No. 2 repeats what the teacher and student No. 1 have said, and adds his/her own name as an introduction, and so forth. (Example: Student No. 2: He is terrific Tyrone. She is merry Marcia. I am beautiful Beulah.)

5. When the sequence becomes too long, begin the game over again with the next student becoming No. 1.

Day 1: ACTIVITY 2 - Journal Writing (10 minutes)

PERFORMANCE OBJECTIVES Students will be able to:

- make an initial entry into a journal.
- demonstrate knowledge of procedures for daily journal entry.
- explain the purpose of a journal.

MATERIALS

Notebook or papers stapled together to form a booklet (for each student), and a writing instrument (pen, pencil, marker).

DEVELOPMENT

1. The teacher explains what a journal is. The teacher may say: "Today we are going to start our journals. The first ten minutes of our daily program will be used to write in our journal notebook. A journal is a written record of one's experiences and feelings. Journals help you to remember things that happen. Writers often use them as a source of ideas for stories they will write later."

2. The teacher then leads into a discussion which will result in a journal entry for the day.

3. For example, in a "reality session" the teacher and students discuss "why we are here." Teacher elicits responses concerning improvement of reading scores and preparation for high school.

4. Students and teacher then write in their journals. They date the entry and write comments, perhaps telling how they feel about this program. Writing should be kept in a notebook or folder for future daily use. Entries will be dated and kept in chronological order.

Day 1: ACTIVITY 3 - Reading/Literature Lesson

"Reggie Jackson, Slugger Supreme"

PERFORMANCE OBJECTIVES Students will be able to:

- recall literal information contained in reading matter and differentiate these facts from inferred meanings.
- find supporting details for the main idea.

MATERIALS

Duplicated copies of the selection, "Reggie Jackson, Slugger Supreme."

DEVELOPMENT

1. Write the title of the story on the board and elicit any information students have about Reggie Jackson.
2. Ask what the picture tells us.
3. Put the first sentence of the selection on the board and have it read (or read it) aloud.
4. Discuss meaning of the word controversy.
5. Ask the students, "How is Reggie Jackson controversial?"
6. Read story aloud and have class follow text.

SUPERVISED PRACTICE

1. Put two columns on board:
   How People View Reggie Jackson/How Reggie Views Himself.
2. Students read story silently in order to understand the significance of these two points of view about Reggie's character.
3. Help them to see how the text shows the different sides of Reggie's personality. Elicit from students the ways people view Reggie and the ways he views himself. Fill in columns on the board with students' suggestions.
4. Ask students to retell story in their own words.
5. Question students and have them cite sentences from the text to support their answers.

Lesson continues on p. 57

APPLICATION

Have students discuss how others view them and how they view themselves, to see if those views are similar or different.

Give a short quiz about the story using C.A.T. test format to see how well students comprehend the text.

Students may refer to text.

Students correct their own papers.

Teacher and students go over answers to explain and correct errors by referring to text.

Collect papers to get a sense of individual and group needs.

REGGIE JACKSON

SLUGGER SUPREME

Mention Reggie Jackson's name and it's sure to spark controversy. Almost every baseball player, coach, manager, fan and reporter you talk to will argue about Reggie's personality.

Some say Reggie "can be the most likeable guy in the world one minute, but the next minute he can be hard to get along with."

Other people say Reggie is "paid too much money," "outspoken," "immature," "arrogant," "puzzling," "grouchy," "nosy," "insecure," and "unfriendly."

Still other people say Reggie is "generous," "honest," "earnest," "funny," "cheerful," "a team leader," "the greatest," "warm," "friendly," "intelligent," "humble," "kind," and "respectful."

Reggie says he doesn't try to be controversial. He says he lives from moment to moment, riding the roller coaster of his emotions.

Sometimes, Reggie says, he feels up. Sometimes he feels down. Sometimes he feels sad. Sometimes he feels happy. Sometimes he doesn't like his life. Other times he loves his life.

Reggie says he tries to control his emotions so he's not controversial. But he admits he is emotional, self-conscious, and a perfectionist. He feels that he is the way he is because he comes from a mixture of ethnic backgrounds: black and Spanish.

During the 1977 baseball season Reggie was controversial. He had arguments with his teammates, his manager, Yankee fans and reporters.

From Reggie Jackson, Slugger Supreme by James and Lynn Hahn (St. Paul, Minn.: EMC Corp., 1979), pp. 5-8. Reprinted with permission.

Yet, Reggie says he doesn't play baseball for the money. He's part-owner of a real estate business in Arizona. He says he could quit baseball tomorrow and live the rest of his life a very wealthy man.

Reggie says he plays baseball for himself because it makes him feel good to play well. He plays for the fans because he makes some of them happy. When Reggie signs an autograph, sometimes he'll write, "Happiness is a way of living."

At times, Reggie has problems fielding the baseball. He also has trouble hitting it consistently. Billy Martin, the Yankee's manager benched Reggie for some games in 1977. Reggie argued with Billy. He could only improve by playing. During a nationally televised game in Boston's Fenway Park, Reggie and Billy almost started punching each other.

Yankee fans expect Reggie to play like a super star. Sometimes they bother him after a game when he hasn't played as well as they think he should.

After one game in 1977, some fans called Reggie and his mother some nasty names. When Reggie chased the fans away, one fan fell, got hurt, and blamed Reggie. Later a court cleared Reggie of all charges.

Baseball reporters, Reggie says, also cause him some problems when they write articles, untrue articles, misquoted articles, and articles only about his problems. Reggie says he realizes reporters have a job to do, but he wishes they would only write the truth about him.

Reggie says he knows he causes a lot of controversy. But he says he's a fighter because you can get hurt by being too nice. Reggie says he's been toughened by tough times.

People should try to understand his personality, Reggie says, and realize he's only trying to do the best he can. "It doesn't matter," he says, "if everyone doesn't like me, I just want to be respected."

Next to earning respect, Reggie says hitting homers is one of the greatest feelings in the world. He loves the sound the ball and bat make when he blasts one. He loves to watch the ball arching up over the infielders, the outfielders, and the fence. He loves the sound of the fans cheering.

Reggie says he enjoys running and sliding and getting dirty. Running, and diving to make a catch thrill him.

Note: It may be helpful to have student responses entered on separate answer sheets. These may be duplicated and used for any testing activity done during these classes.

Following the literature lesson is a series of questions designed to:

- check the students' comprehension of the passage
- provide practice in test-taking skills

These samples of classroom activities are only a guide to provide practice in specific test-taking skills. Feel free to improve those presented and to create others of your own. Share with your colleagues what you have done, and they will share with you. This mutual sharing will benefit those most closely involved with test-taking--our students.

Reggie Jackson Quiz

Instruction: For each numbered item, choose the word or phrase that best completes the sentence. Mark the answer column in the space that goes with the answer you have chosen on the answer sheet provided.

1. Reggie Jackson is known to most people as

   a) an airline pilot.
   b) a doctor.
   c) a baseball player.
   d) a teacher.

2. Reggie wants people to

   f) respect him.
   g) like him.
   h) think he's the greatest.
   i) leave him alone.

3. In this story, the word consistently means

   a) straight.
   b) hard.
   c) low.
   d) all the time.

4. Reggie causes controversy, because

   f) he is a trouble maker.
   g) he finds it hard to control his emotions.
   h) he doesn't like people.
   i) he is a great ball player.

5. From this story you can guess that Reggie Jackson

   a) will continue to play baseball for a long time.
   b) gets along with everyone.
   c) has a calm, even temper.
   d) does not know how to manage money.

6. Another word for controversy is

   f) argument.
   g) mixture.
   h) comparison.
   i) emotion.

Day 1: ACTIVITY 4 - Sustained Silent Reading

PERFORMANCE OBJECTIVES Students will be able to:

- select a book to read from a collection of reading materials available in the classroom.
- read quietly for a sustained period of time.
- read independently for enjoyment.

MATERIALS

A class library which includes a broad range of trade books, anthologies, magazines for young people, class magazines, and newsletters.

See page 41 for complete instructions on development of Sustained Silent Reading.

Day 1: ACTIVITY 5 - Preview of Next Day and Homework Assignment

Review activities of the day; what was taught, learned, and completed.

Preview lessons for the next day. Daily activities will include journal writing and sustained silent reading. Tomorrow we will also talk about the things in which we are interested.

HOMEWORK ASSIGNMENT

Students write their names down the left side of the page. Using the letters of their first name and/or last name, bring in a listing of words that describe them, each beginning with a different letter of their names, e.g.:

M - marvelous

A - active

R - regal

Y - young

Ask them to try to make the words as interesting as they can.

Day 2: ACTIVITY 1 - Journal Writing

PERFORMANCE OBJECTIVES Students will be able to:

- retrieve journals and make an entry for the day.

MATERIALS

journals which were begun on Day 1

DEVELOPMENT

Distribute or have students get journals from secure place in which they were placed.

Review objectives and procedures for journal writing. Suggest uses for journal other than daily record of thoughts and feelings:

- source book for ideas
- collecting words and images
- others as suggested by students

Take out journals and write for five minutes. After five minutes, journals are put away.

Day 2: ACTIVITY 2 - Interest Inventories

PERFORMANCE OBJECTIVES Students will be able to:

- express their interests, preferences, and opinions in writing.

MATERIALS

copies of "Interest Inventory" for each student (see Appendix A)

DEVELOPMENT

Teacher may say:

> "Yesterday, in the story about Reggie Jackson, we read about the things that make Reggie a particular kind of person.
>
> "Today, we are each going to answer questions about ourselves. When we discover what each of us likes and the things that interest us the most, we will be better able to choose books and other materials that we will enjoy.

Teacher distributes Interest Inventories to class. Students write answers on a separate sheet and number their answers to match the numbers of the questions. This may be done independently if the student has adequate skills. However, the teacher should read questions aloud for students without appropriate skills. For nonreaders, the teacher may have one-to- one conferences and read the questions and have student dictate answers for teacher to write. To continue the concept of modelling, it is appropriate for the teacher to also complete an interest inventory.

Day 2: ACTIVITY 3 - Reading/Literature
(continued from Day 1)

PERFORMANCE OBJECTIVES Students will be able to:

- read a story and recall facts.
- incorporate new vocabulary into a word bank.
- use descriptive words and phrases to describe themselves.

MATERIALS

Copies of selection, "Reggie Jackson, Slugger Supreme," chalkboard, notebook.

DEVELOPMENT:

1. Review new and/or difficult vocabulary. Have students prepare word cards for a word bank as described in the introduction on p. 12.

2. Review some facts about Reggie Jackson and how people view Reggie Jackson by recalling specific information in the story.

3. Reread story to confirm these facts.

4. Together, discuss Reggie Jackson by describing him in terms of the way Reggie Jackson views himself.

5. Have students think of their own life experiences and their own view of themselves by playing the following game:

   Using a picture of a car, flower, or animal, teacher says, "If I were a car, I would be a Volkswagen. Why do you think I would be a Volkswagen?" (Elicit reasons from class: you're small, you're cute, you're dependable.)
   "If I were a flower, I'd be a violet." (Elicit possible reasons.)

6. Make columns on board with suggestions: (choose 3)

Animals	Food	Flowers	Cars	Character
lion	got dog	daffodil	Cadillac	Captain Kirk
horse	lemon pie	iris	Chevy	J.R.
panther				
dog				

7. Teacher instructs students to answer the following questions in their notebooks:

   - If you were an animal, what would you be?

   - If you were a food, which would you be?

   - If you were a character in a book or on a TV show, who would you be? Why?

8. Teacher models appropriate choices, such as:

   "If I were an animal, I would be a lion because I'm strong and brave."

   "If I were a food I'd be a lemon pie because I have my sweet and sour moments."

9. Have the students write their own explanations in their notebooks and then read them aloud to the class on a voluntary basis.

Note: This game will help teachers to see how students perceive themselves. It will also help the class to get to know each other better.

Adapted from Writing Every Day Generates Excellence, Curriculum Bulletin, N.Y.C. Board of Education, 1981.

Application

Choose an item from the inventory that you have completed and write about an activity related to that item that you enjoy doing, or write a piece about yourself in terms of the game just played. This can be used as a writing sample to be retained by the teacher in a writing folder.

Day 2: ACTIVITY 4 - Sustained Silent Reading

The rules for this activity (See Day 1: ACTIVITY 4) are reviewed. Children may read the same book they chose yesterday or select a new one.

Set the amount of time students will spend in this reading activity.

Day 2: ACTIVITY 5 - Review and Preview

Review day's learnings.

Homework assisgnment: Select another activity or some from inventory and write another piece.

Day 3: ACTIVITY 1 - Journal Writing

Have students write in their journals for five minutes on topics of their own choosing. Offer suggestions, if necessary, such as:

- 10 or 15 things you like to do.
- star things you like to do best.
- check things you like to do alone.
- list three interesting things that happened in the past week.

Have students place list at back of their journals, so they may refer to it when they need material to write about.

Day 3: ACTIVITY 2 - Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. read for specific information.
. locate various sections of the newspaper.
. find a TV schedule (time, station, program) from the newspaper.

MATERIALS

A daily newspaper for each child. The papers can be from several different days.

DEVELOPMENT

1. Show students a listing of the contents for several different newspapers. Have students find the TV section of the newspaper by looking at the table of contents. Help any who do not know where to look for this.

2. Ask students to identify in writing three programs they would like to watch, including the times shown and the channels.

3. Return to listing of contents. Ask students to find page(s) for the sports news. Find out which teams played baseball the preceding day. Read one news story about a game and answer questions about that game:

   . Identify the teams mentioned in the story.
   . Are there any outstanding players on those teams mentioned in the story? Who are they?
   . Based upon the news story, do you think they played well? Why or why not?

Day 3: ACTIVITY 3 - Reading/Literature Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- identify words and phrases in a selection which are not used in a literal sense.
- demonstrate understanding of the theme of the story.
- participate in a discussion and demonstrate an ability to apply literary experience to their own lives.
- use figurative language in writing about their own related experiences.

MATERIALS

duplicated copies of story "Denise's Song" by Mildred Steier
Worksheet "Figurative Language"
song "Don't Cry Out Loud" by Peter Allen and Carole Bayer Sager

DEVELOPMENT

1. Write vocabulary on board and read the words aloud with students.

2. Check understanding of any new words. A context should be provided. Words that are read and understood can be added to the students' word banks. Cards in the word bank should have the word with the definition and a sentence using the word.

VOCABULARY

1. A laundromat is a place with washing machines and dryers.

2. Practicing means performing over and over in order to polish a skill.

3. To react angrily is to show feelings of rage.

4. A physical therapist is one who plans and gives medically prescribed treatment to patients with muscle and movement problems.

5. If they approached, they came near.

6. To do something cautiously, is to be on guard, and do it with great care.

7. Porgies are a food fish and come from the ocean,

8. When I am insulted I have hurt feelings, and I feel "put down."

9. A parcel is another word for package.

10. An auditorium is a large room with many seats for an audience.

11. The sound of applause is made by clapping hands to show approval.

3. Ask the following questions for discussion to set the tone for the story and to help students identify situations in their own lives that are similar to Denise's.

   - What makes you feel proud about yourself?
   - Does your family agree with you?
   - Have you ever kept a secret from your family?
   - Are you able to talk about how you feel to others in your family?

4. Have students read the story or, if necessary, read along with the teacher. After the story is read, use the same questions about Denise, for instance:

   e.g. What makes Denise proud of herself?

   Additionally, you may also ask:

   - Did Denise feel her family was fair to her?
   - Was Denise appreciated at home?

Worksheet

"Denise's Song"

by Mildred Steier

After school, fourteen-year-old Denise Miller picked up her little sister Tanya and headed for the laundromat where Mama worked.

"Mama, there are tryouts for the talent show at four today. I have to go back to school."

"Wait a mimute," said Mama looking up from the pile of bath towels she was folding. "I need you here to help me fold the clothes when they come out of the dryer. Juanita did not show up today."

Denise's face fell to the floor. She knew arguing with her mother would get her nowhere. She must get to the talent show tryouts. She had been practicing her song "Don't Cry Out Loud" for two weeks.

Mr. Jones, the music teacher, said she sang it almost as well as Melissa Manchester. That had made her feel lighter than air. "You'll be a big hit in the talent show," he told her.

How could she be a big hit if she couldn't even get to the tryouts? Why couldn't Tanya fold the clothes? Denise thought angrily.

She could almost hear Mama saying, "Those little hands couldn't fold an envelope." It was the same thing at home. Her older brother Dwayne was going to school learning how to be a Physical Therapist. Mama was so proud of him. Denise had mixed feelings. Dwayne had to study when he was home. The bulk of the housework was hers. Dwayne was too busy and Tanya was too little. The only time Denise was really happy was when she was singing. How could she get to the tryouts? She folded the clothes neatly making piles; shirts, underwear, towels and sheets, filling up the rainbow-colored sacks. Suddenly an idea hit her. She approached her mother cautiously.

"Mama, I finished the bundles. Do you want me to do any shopping?"

Mrs. Miller thought for a moment. "Yes, I do. I think we'll have some fried fish for supper. Run over to the man with the fish truck on Albany Avenue. Get me two pounds of porgies. Here's five dollars. Make sure they're fresh." "What luck," thought Denise. She flew out of the laundromat and headed in the direction of the high school. The truck was parked only a block from there.

Mr. Finn, in a large white apron, was putting ice chips in a box as Denise arrived. "Mama wants two pounds of porgies," she didn't add "fresh ones." Mr. Finn would have been insulted.

He gave her the parcel and a dollar change. "Enjoy them." "Thanks," she said and shot like an arrow into the building a block away. Mr. Jones was at the piano and the committee of teachers and students sat in the first row of the auditorium; her judge and jury.

"Here you are, Denise. We thought you pulled a Rip Van Winkle on us. All the others have finished the tryouts. You just made it."

He began playing the introduction to "Don't Cry Our Loud." Denise's voice filled the auditorium. It had the richness of a church bell. She sang the words, "Don't cry out loud. Just keep it inside," with deep feeling, feeling from the heart.

The committee was silent as a stone and then broke into warm applause.

Denise knew she had passed, even before Mr. Jones told her. She thanked everyone for their approval and started to leave. "Don't forget your package, Denise," said Mr. Jones. "Oh, thanks," she squealed. "Mama would have killed me." On the way home, she thought that she wouldn't tell Mama until just before the talent show. Maybe Dwayne and Tanya would come, too. She hoped Mama would be proud of her. Denise had her own fish to fry.

Day 3: Activity 3 - Use of Figurative Language

1. Tells class: Literature uses literal and figurative language. Literal language means exactly what it says. Figurative language does not mean exactly what it says: It suggests another meaning. Figurative language is colorful and interesting. Sometimes it is amusing, but it gives the reader a clear idea of what is meant.

2. Put the following phrases on board and elicit meanings from the class (both literal and figurative). Teacher may draw stick figure cartoons to illustrate literal meaning.

   . You're putting me on.

   . She'll eat her words.

   . Keep your eyes peeled.

   . He's walking on air.

   . She has a heart of gold.

3. In the following nine sentences from "Denise's Song" (on the worksheet following), elicit from the class the literal meanings.

Worksheet: Figurative Language in the Story

1. That made her feel lighter than air.

2. You'll be a big hit.

3. She filled the rainbow-colored sack.

4. She shot like an arrow into the building.

5. We thought you pulled a Rip Van Winkle on us.

6. Her voice had the richness of a church bell.

7. The teachers and classmates were her judge and jury.

8. The committee was silent as stone.

9. Denise had her own fish to fry.

APPLICATION

MATERIALS

The chorus from "Don't Cry Out Loud" by Peter Allen and Carole Bayer Sager (on chart, board or individual copies.)

Don't cry out loud
Just keep it inside
Learn how to hide your feelings
Fly high and proud
And if you should fall
Remember, you almost had it all.

DEVELOPMENT

1. Read aloud or play recording of song.

2. Ask questions:

   - Why is this song sung with such feeling by Denise? (Elicit that there is not much communication between her mother and herself.)

   - Why does Denise "fly high and proud"? (Elicit that she takes pride in her music, getting great happiness from singing.)

   - Discuss the figurative expression "fly high." What is the person compared to?

   - The last two lines fit Denise's life.

   - Do you have a favorite song that describes how you feel?

3. Have students choose some of the figurative phrases that we talked about or think of others they know that describe themselves or their feelings. List them on the board.

4. Instruct students to choose any 5 of the idioms talked about before or to add their own. Other suggested idioms can be drawn from students or use the additional suggestions listed below:

- had it made
- blew the whistle
- sharp set of threads
- jumped the gun
- all tied up

Look back at the piece of writing you completed yesterday and revise it, trying to add figurative language to make it more interesting.

Day 3: ACTIVITY 4 - Sustained Silent Reading or Oral Reading to Class

Tell class Sustained Silent Reading period will begin in 3 minutes and each student should get out reading material, or choose book. At signal, set timer. Tell class they will have a specific amount of time and then begin reading quietly. As an optional alternative, you may read orally for 15 minutes from a selection that is of interest to the group.

Day 3: ACTIVITY 5 - Preview of Next Day's Work

Following our journal activity, we will learn more about ourselves.

Homework: Look through a newspaper and collect samples of figurative language. Choose one, write the literal meaning, and illustrate it if you can. Ask students to bring in copies of newspaper.

Day 4: ACTIVITY 1 - Journal Writing (5 minutes)

Continued journal activity as developed previously

Day 4: ACTIVITY 2 - Newspaper

PERFORMANCE OBJECTIVES **Students will be able to:**

Locate science sections of newspapers
Read science news for specific information

MATERIALS

Science sections of a variety of newspapers or newsmagazines
(The Tuesday papers usually have a section on science.)

DEVELOPMENT

- Review listing of contents to find science section
- Ask students to identify a science news item that is prominent or that interests them
- Write one sentence that tells what the item is about
- Discuss what the article says that is of importance and/or interest using the sentences the students wrote.

Day 4: ACTIVITY 3 - Reading/Content Area (Science) Lesson

PERFORMANCE OBJECTIVES Students will be able to:

1. Comprehend and describe such concepts as: The pulse is the result of the heart squeezing blood through the arteries in spurts; pulse rate depends on several factors, including physical activity.

2. Deduce meanings not explicitly stated in the text, including inferring main idea and drawing conclusions from the material read.

3. Recall factual information contained in the text ("How Does Blood Circulate?") (Recall of Facts)

MATERIALS

Copies of the text, "Circulation of Blood: How Does the Blood Circulate?" Adapted from: Pathways in Science: Built for Living (2). Joseph M. Oxenhorn, Globe Publishing Company, 1982, pp. 108-115. (Reading level 5-6)

DEVELOPMENT *

The teacher should endeavor to use as many as possible of the vocabulary words from the reading part of the lesson when conducting the following science activities:

1. Use some or all of the following science activities to provide a concrete, experiential base.

   Pose question: When someone is lying unconscious after an accident, why does the doctor usually place his ear near the person's chest? Elicit that he is listening for the heartbeat.

   A-1. Display a stethoscope. Elicit its purpose. Tell pupils they are going to use a stethoscope to listen to their heartbeats.

   A-2. Demonstrate how to use the stethoscope.

NOTE:

A simple stethoscope may be made using a funnel and rubber tubing or a cardboard cylinder or a tin can open at both ends.

   B-1. Demonstrate the pulse, using a rubber bulb filled with water, and connected to about two feet of soft rubber tubing. By alternately squeezing and relaxing the rubber bulb, a pulsating flow can be produced in the tubing and observed by the students.

   B-2. Relate this to the similar actions of the heart, which causes blood to flow into the arteries in spurts. We can feel these spurts in an artery when the artery lies close to the surface of our body, as in our wrist.

---

*This lesson is adapted from a lesson written by John Kominski, Assistant Director of Science, Division of Curriculum and Instruction.

C-1. Divide the class into small groups or in pairs. Distribute laboratory worksheets (attached) and materials. Guide the pupils in reading and following instructions.

NOTE:

DO NOT PERMIT "LIMITED PHYSICAL ACTIVITY" PUPILS TO DO THE EXERCISES.

C-2. After the laboratory work and worksheets are completed, including the summary, prepare a chart on the chalkboard, placing on it a sample of data from the worksheet. Elicit from the pupils that:

a) There is no one "right" or normal pulse rate for everyone.

b) There is a difference between boys' and girls' pulse rates.

(Lesson continues on page 87.)

LABORATORY WORKSHEET

Student's name ______________________________

PROBLEM What do our heartbeat and pulse tell us?

MATERIALS Stethoscope, pencil, and paper

PROCEDURE

1. Use the stethoscope to find the heartbeat:
   - a. Place the earpieces of stethoscope properly in your ears.
   - b. Place the stethoscope over the heart (slightly left of center on your chest, between the fourth and fifth ribs). Very slowly move the stethoscope until you hear the beat loudest.
   - c. Count the number of heartbeats in one minute. Your teacher will tell you when to start and stop.
   - d. Have each person in your group use the stethoscope. Record your findings below, in the heartbeat column.

HEARTBEAT	PULSE RATE (BEFORE EXERCISE)	PULSE RATE (AFTER EXERCISE)
1st person beats		
2nd person beats		
3rd person beats		
Other beats		
Your group's average beats		

2. a. Record your pulse rate on the chart (before exercise), next to your heartbeat. The pulse rate is the number of beats in one minute that we feel in an artery which lies close to the surface in our body.

b. Compare your heartbeat with the pulse rate. Is it similar? ______

What does this tell you? ______________________________________

____

3. On instructions from your teacher, two members of your group will hop in place 25 times, and then sit down. Take your pulse and record it on the chart (after exercise).

> NOTE:
> If you are restricted from gym activity, you are not to do this exercise.

4. Compare this rate with your pulse rate before exercise. It is (the same, higher, lower)

______________________________.

SUMMARY

1. What is the connection between heartbeat and pulse rate?

____

____

2. Did all of the people in your group have the same heartbeat? The same pulse rate? Explain.

____

____

3. What does it mean when there is a change in the pulse rate after exercise?

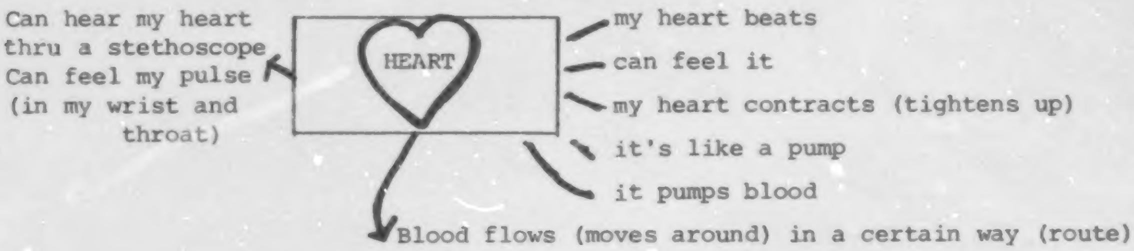
____

____

Day 4: ACTIVITY 3 - Readinq/Content Area (Science) Lesson (Continued)

2. Ask students if they have had a medical checkup recently. "Did the doctor or nurse check your heart? How? What did he/she tell you about your heart? (normal heartbeat of approximately 60-80 times a minute) About your blood pressure? (normal, high, or low) what does this information tell you about your state of health? Do you personally know anyone who has had a problem with an abnormal heartbeat? With high or low blood pressure?"

3. Brainstorm with the class the concept of the heart (as related to the circulation of blood). Begin a semantic map for this purpose. Write all ideas given. Probe any which seem confusing or illogical or incoherent, to determine if the student really understands the concept but has stated it differently.


Can hear my heart thru a stethoscope
Can feel my pulse (in my wrist and throat)
HEART
my heart beats
can feel it
my heart contracts (tightens up)
it's like a pump
it pumps blood
Blood flows (moves around) in a certain way (route)

Throughout the lesson, continue to add information to the semantic map.

4. Go over the science text vocabulary for the reading part of this lesson. Introduce the words in meaningful context in any of the following ways: role play, actual demonstration, mnemonics, visual presentations, semantic analysis, and/or vocabulary techniques shown below.

   ventricle
   aorta
   vein
   artery
   pulse
   tissue
   cardiac
   atrium, atria

   Select vocabulary from this listing, to be taught according to the needs of the class.

   Ask students if they know different meanings for each of the following words? (Multimeanings)

   e.g. tissue (a lightweight fabric such as gauze; groups of cells that look alike and work together in a special life function; a type of thin paper such as kleenex) Have students refer to p.109 ("When you studied tissues...") for context.

   artery (carries blood from the heart to the rest of the body; a main highway or waterway; TV channels and radio stations which are part of the communications artery

   (Have students refer to p. 110 of science extract material, which is found on page 101 of this document. Read the passage: "From the right ventricle.. an artery to the lung." for context.

5. Ask students to skim the chapter (pp.108-111) and to read the main headings, sub headings and illustrations.

   Ask, what do you think this chapter is about?

   Point out the ways in which readers should use these aids to help understand the chapter.

6. Read pp. 108 (17.2) to 109 (17.3)* aloud to the class. Students should follow along as you read. Stop after each section and discuss what was said, go over vocabulary and concepts again for students who need this additional review.

7. Continue to read the text (from 17.3 - p.110 (17.5) with the students, as needed. At times, assign a section or part of a section to the students to read silently while you read along with them. Ask them questions to guide their reading when you assign any passage for silent reading. Stop after each section to clarify and review what has been said in the text, by telling this in your own words, or asking students to do this.

*Page references are to the original page numbers in the material extracted from Pathways in Science:2 Life Science (Built for Living). (New York: Globe Book Company, 1982). Reprinted with permission.

8. Go over the medial summary ("Learned So Far") which follows the section, "Blood on Its Way". For each of the 4 learnings, call on students to explain the meaning in their own words, or by pointing to a diagram or picture, if these are available.

NOTE:
This lesson may be done in one day or two days. Stop here if you are going to carry the lesson over to a second day.

SUPERVISED PRACTICE

1. Tell the students to look at the inside of their arms and to locate the blue colored lines close to the skin (veins). Go over the science vocabulary for this part of the lesson (B). Read aloud the section on "The Blood Tubes."

2. Continue this manner of reading aloud with students following the text setting purposes for the students as they read independently from short sections. Pause frequently for discussion, explanation, clarification and to ensure full understanding.

3. At the conclusion of the chapter, go over the summary with the students, as earlier.

4. Turn to the semantic map. Go over the items one by one. Show students how to organize (classify) the information on the semantic map in order to be able to answer questions about the chapter.

   In your own words, what is the main idea of this chapter?
   How do you know this? Defend your answer. (You may turn to the text to find the answer, if needed).
   How is the heart structured? Name or describe the function of the ventricle, the aorta.
   How does blood get from one side of the heart to the other?
   Can our blood flow backwards? Why or why not?

5. Use the True or False Quiz as adapted from the text as a check on student understanding. Do this orally.

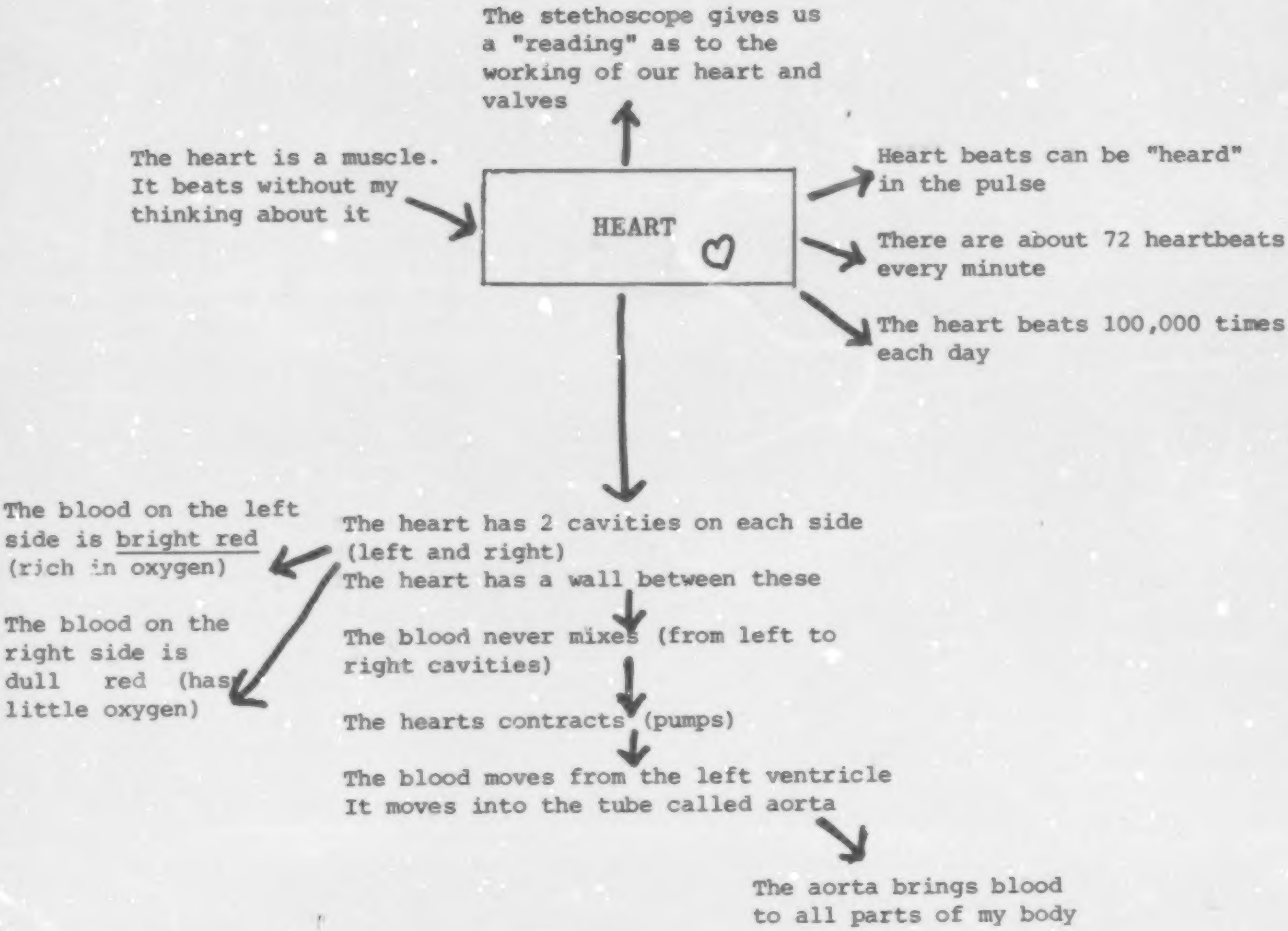
   Tell the students to: Decide if the statements are true or false. Then, explain their answers.

   1. Everyone's pulse is the same. True? False? Why.

   2. A fast pulse means you are sick. True? False? Why.

   3. As you get older, you need a regular checkup for heart rate and blood pressure. True? False? Why.

SAMPLE OF SEMANTIC MAP



HEART

The stethoscope gives us a "reading" as to the working of our heart and valves

The heart is a muscle. It beats without my thinking about it

Heart beats can be "heard" in the pulse

There are about 72 heartbeats every minute

The heart beats 100,000 times each day

The heart has 2 cavities on each side (left and right)
The heart has a wall between these

The blood on the left side is bright red (rich in oxygen)

The blood on the right side is dull red (has little oxygen)

The blood never mixes (from left to right cavities)

The hearts contracts (pumps)

The blood moves from the left ventricle
It moves into the tube called aorta

The aorta brings blood to all parts of my body

APPLICATION

WRITING ENRICHMENT:

Teachers may refer individual students or small groups to experts and print materials for information and materials on related subjects of interest. Activities may include personal or telephone interviews, letters for information and material, note-taking from trade books and simple encyclopedias.

The students, for instance, may be challenged to guess whether the pulse rates of various animals are slower or faster than human beings. Those interested might then find out, from print material or from veterinarians, the pulse rate of dogs, cats, horses, frogs, mice, et al. After they pool their information, the small group writes a short report with their conclusions. This is shared with the whole class.

Other possible investigations:

- The circulatory system has been compared with a railroad. Why?
- Why is the blood going to the lungs darker red than the blood coming back from the lungs?
- What is a by-pass operation?
- When does the heartbeat rate go up? Why?

Day 4: ACTIVITY 3a - Individualized Tutorial

Where appropriate, teacher will begin diagnostic evaluation for Group A students while others are writing summaries of science lesson.

See page 25 for detailed directions for this assessment.

Day 4: Activity 4 - Sustained Silent Reading

Continue this activity as in previous days. Set a timer and allow children to read until the timer goes off.

Day 4: Activity 5 - Summary and Preview of Tomorrow's Lesson

Summary of journal writing.

Learned about ourselves; how our blood circulates; wrote about this.

(Check lesson)

Tomorrow: Bring in newspapers; horoscopes.

Pages 97-107 (chapter on Circulation of Blood, from Joseph M. Oxenhorn, Pathways in Science: 2 Life Science (Built for Living), New York: Globe Book Co., 1982, removed due to copyright restrictions.

Day 5: ACTIVITY 1 - Journal Writing

Continue journal activity as developed in previous days.

Day 5: Activity 2/3 - Reading/Writing/Newspaper

PERFORMANCE OBJECTIVES Students will be able to:

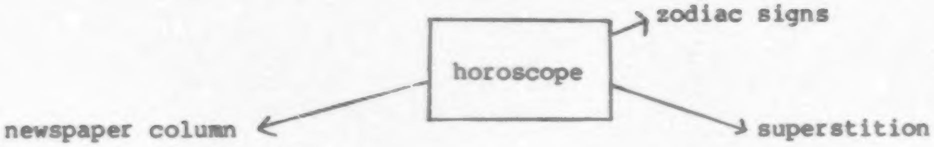
. differentiate sections of a newspaper.
. locate and read their horoscopes in a newspaper.
. infer meanings not explicitly stated in the text.

MATERIALS

a horoscope section of newspaper
Worksheet: "Your Stars" by Joyce Jillson from N.Y. Daily News
Worksheet: "Do the Stars Know?" Reading selection

DEVELOPMENT

1. Teacher introduces the word "horoscope" by writing it on chalkboard and asking students what ideas come to mind when they see this word (idea map). These words are attached, e.g.:



2. Ask students if they know their own zodiac signs. Distribute daily horoscope column (any newspaper will do since all signs are repeated each day) to each student, or group of students.

3. a. Ask each student to read his or her own horoscope. Have it read aloud. If more than one has the same sign, ask for a volunteer. What does it literally say? What do you think it means for you? What have you inferred?

   b. Read article aloud, "Do the Stars Know," with students following.

   c. Discuss last sentence in article. Do you believe the stars control your life, or do you read the daily horoscope for experience?

4. From this story, what other words would you add to our "idea map." (Add words students suggest.)

5. Review Vocabulary

VOCABULARY

1. ancient	very old, existing in times long past
2. astrology	the study of the heavenly bodies (stars, moon) to predict their influence on people's lives
3. astrologer	a person who studies heavenly bodies and repares horoscopes and gives advice about the future
4. control	to direct or manage something or someone
5. course	movement ahead in a planned direction
6. horoscope	a prediction of a person's future based on the stars, using the signs of the zodiac

7. zodiac	an imaginary belt in the heavens which is divided into twelve parts which are called signs. Each part has a picture of an animal as a symbol
8. relieve	make free from pain or fear
9. professions	specific occupations such as law or medicine
10. responsibility	a duty or obligation
11. superstition	a belief based on faith in magic or chance

6. Prepare cards for word bank for words which are known.

7. Extend the concept of inference as developed by pointing out to students that their own experience adds meaning to what is printed.

APPLICATION

Choose the correct word and put a line under it:

1. Astrology is the study of the stars and other heavenly bodies which change the (course, cause) of our lives.
2. Your horoscope is charted by an (astronomer, astrologer).
3. If you think that the stars decide for it relieves you of (relief, responsibility).
4. A character in Julius Caesar did not believe that the stars could (control, convince) this life.
5. We know that people in (modern, ancient) times believed in the stars.
6. Although we know many facts about the world, some people still believe in old (superstitions, superiors).

Worksheet (Use this if no other horoscope is available) Reading Newspaper

"Your Stars," by Joyce Jillson

ARIES (March 21-April 19). Past experiences are valuable and must be stressed in job interviews. Flaunt background; you have much to be proud of. An ex returns.

TAURUS (April 20-May 20). Love and support come, enabling you to make a huge career change. Promotions are linked to new clients you bring in.

GEMINI (May 21-June 21). Everything blossoms when you face problems squarely. Someone tries to intrude on summer fun; set limits for neighbors and friends. Forget a conceited love; try another.

CANCER (June 22-July 22). Money, luck, and accomplishments come if you push for what you deserve. Be frank about marriage extensions; commitments come.

LEO (July 23-Aug. 22). Fix your own situation before trying to help others. Charity begins at home, Leos! Love for newly-divorced people.

VIRGO (Aug. 23-Sept. 22). Circumvent regulations and you gain time, money, and prestige. Go out of you way to associate with younger or older people. Romance with an out-of-town visitor.

LIBRA (Sept. 23-Oct. 23). Guard reputation. Concern about a loved one is valid. A stepchild needs you.

SCORPIO (Oct 24-Nov. 21). Change your mental attitude. You deserve riches and don't let anyone say otherwise! Executives, consultants, artists, get key assignments. An old love resumes.

SAGITTARIUS (Nov. 22-Dec. 21). Display leadership. Follow one objective and stop trying to be all things to all people. Couples find new harmony. Fight for rights with landlords or authorities.

CAPRICORN (Dec. 22-Jan. 19). Your reactions exaggerate or diminish a crisis. Be prudent. Watch words. In money matters, caution proves profitable.

AQUARIUS (Jan. 20-Feb. 18). Reversals can benefit you. Don't accept pat answers. Challenge yourself and you gain ground.

PISCES (Feb. 19-March 20). Creativity soars. Luck when you do things on your own. Singles find new success in work or at school which enhances social life.

From N. Y. Daily News July 14, 1982

DO THE STARS KNOW

by Mildred Steier

Did you read today's horoscope? Many of us include this as part of our daily activity. Some people believe that the stars have control over their lives. Other people read the horoscope for enjoyment and as a source of good conversation.

In the famous play Julius Caesar by William Shakespeare, one of the characters says:

> "The fault, dear Brutus, lies not in our stars, but in ourselves that we are underlings."

He is telling his friend that it is their fault they are being pushed around and trampled upon; there is no reason to blame it on the stars. What he is saying is, "Don't blame it on your horoscope."

Astrologers, the people who prepared horoscopes, have been on the scene for thousands of years. Astrologers figure out the positions of the stars and of the planets. Based on these calculations, they make predictions for individual signs of the Zodiac. Our date of birth tells us under which sign of the Zodiac we were born.

The only problem with relying too heavily on the horoscope is that it can sometimes cloud reasonable judgment. For example, if the horoscope for the day says, "A good friend will betray you," that's no reason to look at all your friends with suspicion that day. However, our horoscope is certainly very interesting to read.

Day 5: ACTIVITY 3 - Writing About Myself

PERFORMANCE OBJECTIVES: Students will be able to:

- write about themselves recalling specific details from the preceeding lessons.

MATERIALS

Notebook and pen or pencil.

DEVELOPMENT

- Instruct students: Remember lessons over the course of this week. Review.

Day 1:	How I see myself - How others see me.
Day 2:	Interest Inventories - How others see me. Game of Self-Description - If I were an animal/food/character in a book, I would be ______________________ because...
Day 3:	Feelings about yourself and other people.
Day 4:	Circulatory system and how it affects me.
Day 5:	Horoscopes - Is what happens to me determined by the stars or by my actions?

Choose one of these themes and write a piece about yourself related to that theme.

Day 5: ACTIVITY 3a - Individualized Tutorial

As group writes, group A students are brought together and given Survey of Structural Elements (Appendix C) and Survey of Basic Vocabulary (Appendix F).

Day 5: ACTIVITY 4 - Sustained Silent Reading

Continue as in past days.

Day 5: ACTIVITY 5 - Summary & Preview

Summary of the day's activities.

Preview: We will continue activities:

Journal Writing
Sustained Silent Reading
Newspaper work. Bring in a copy of a Sunday newspaper
Reading/Literature/Content themes will center about my family and friends.

Weeks Two to Six

Overview of Weekly Plans

The sequence of instruction is carefully detailed in the daily lessons for Week One. This sequence should be repeated each day in the weeks to come.

Begin each day with journal writing and a newspaper activity. This should be followed by a reading and writing lesson using literature or content area reading materials for instruction in comprehension skills. The Individualized Tutorial follows the whole class literature or content area reading lesson, while the other students are doing assignments independently. Next, students read books they have selected themselves during sustained silent reading. The teacher may alternate this period with oral reading in order to "sell" books to the students.

Whenever possible, the content for the journal writing, newspaper, and sustained silent reading activities should be drawn from areas of student interest (see Interest Inventories) using materials that are readily available.

This instructional module will permit the integration of all language skills - listening, speaking, reading and writing. Detailed lessons matched with appropriate literature/content area reading are provided to enable teachers to address the full range of these language skills.

Current research has shown that test-taking strategies differ from reading strategies, and it is suggested that some time be devoted one day each week to developing test-taking skills.

The stories selected for reading aloud are designed to develop listening skills, enhance language sense, develop familiarity with a variety of literary forms and styles, and provide a model of oral fluency. Reading aloud may develop student interest in reading related stories; it can serve to initiate discussion about characters; and it provides opportunities for students to identify and relate to the problems and triumphs of these characters.

Week Two - Theme: Family and Friends

Reading/Literature Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- identify information in a story which describes personality traits of a character.

MATERIALS

Duplicated copies of the selection "Thank You, Ma'am" by Langston Hughes, one for each student.

DEVELOPMENT

1. Lead the class in a discussion of how one forms an opinion about a person.

2. Elicit and write on the board suggestions such as:

    - appearance: details of face and figure; clothing
    - manner and content of speaking; what the person says
    - actions and behavior: what the person does
    - opinions of others who know the person
    - what the person has done in the past

3. Explain that among all the people we know, there are some we like and some we don't like. Have students look at the list on the board. Ask: What is it about the way a person looks or acts that makes you like or dislike him or her?

4. Write chart on board and list students' responses.

Reasons I Like Someone	Reasons I Dislike Someone

5. Relate this to books: In stories we learn about people by what the author tells us and by what the characters themselves say.

SUPERVISED PRACTICE

1. Have class read silently or read aloud "Thank You Ma'am" by Langston Hughes. As students read, have them decide what they like and dislike about the two main characters.

2. To check for comprehension, stop halfway through the story to ask: "Who are the important characters in the story? What are the problems each character faced? How did they solve their problems?"

3. Ask the class about the two characters: Mrs. Luella Bates Washington Jones and Roger. Taking each character separately, follow the list of qualities which define a character and ask the pupils to find information in the story, e.g.:

   appearance: "larger woman," "large shoulder bag"
   actions: "kicked boy in his blue-jeaned sitter"

APPLICATION

Administer quiz and guide students in correcting their own papers by referring to text. Check for comprehension through questioning and citing lines from the text.

Thank You, Ma'am

LANGSTON HUGHES

She was a large woman with a large purse that had everything in it but a hammer and nails. It had a long strap, and she carried it slung across her shoulder. It was about eleven o'clock at night, and she was walking alone, when a boy ran up behind her and tried to snatch her purse. The strap broke with the tug the boy gave it from behind. But the boy's weight and the weight of the purse caused him to lose his balance. Instead of taking off full blast, the boy fell on his back on the sidewalk, and his legs flew up. The large woman simply turned around and kicked him right square in his blue-jeaned sitter. Then she reached down and picked the boy up by his shirt. She shook him until his teeth rattled.

After that the woman said, "Pick up my pocketbook, boy, and give it here."

She still held him tightly. But she bent down enough to let him pick up her purse. Then she said, "Now ain't you ashamed of yourself?"

Firmly gripped by his shirt front, the boy said, "Yes'm."

The woman said, "What did you want to do it for?"

The boy said, "I didn't aim to."

She said, "You lie!"

By that time two or three people passed, turned to look, and some stood watching.

"If I turn you loose, will you run?" asked the woman.

"Yes'm," said the boy.

"Then I won't turn you loose," said the woman. She did not release him.

"Lady, I'm sorry," whispered the boy.

"Um-hum! Your face is dirty. I got a great mind to wash your face for you. Ain't you got nobody home to tell you to wash your face?"

"No'm," said the boy.

"Then it will get washed this evening," said the large woman, starting up the street, dragging the frightened boy behind her.

He looked as if he were fourteen or fifteen, thin and wild, in tennis shoes and blue jeans.

The woman said, "You ought to be my son. I would teach you right from wrong. Least I can do right now is to wash your face. Are you hungry?"

"No'm," said the boy. "I just want you to turn me loose."

Adapted from "Thank You, Ma'am," by Langston Hugnes as cited in New Worlds of Reading (New York: Harcourt, Brace and World, Inc.,1969). Reprinted with permission.

"Was I bothering you when I turned that corner?" asked the woman.

"No'm."

"But you put yourself in contact with *me*," said the woman. "If you think that contact is not going to last a while, you got another thought coming. When I get through with you, sir, you are going to remember Mrs. Luella Bates Washington Jones."

Sweat popped out on the boy's face, and he began to struggle. Mrs. Jones stopped, jerked him around in front of her, put a half nelson about his neck, and continued to drag him up the street. When she got to her door, she dragged the boy inside, down a hall, and into a large room at the rear of the house. She switched on the light and left the door open. The boy could hear other roomers laughing and talking. Some of their doors were open, too; so he knew he and the woman were not alone. The woman still had him by the neck in the middle of her room.

She said, "What is your name?"

"Roger," answered the boy.

"Then, Roger, you go to that sink and wash your face," said the woman. She turned him loose—at last. Roger looked at the door—and went to the sink.

"Let the water run until it gets warm," she said. "Here's a clean towel."

"You gonna take me to jail?" asked the boy, bending over the sink.

"Not with that face. I would not take you nowhere," said the woman. "Here I am trying to get home to cook me a bite to eat, and you snatch my pocketbook! Maybe you ain't been to your supper, either, late as it be. Have you?"

"There's nobody home at my house," said the boy.

"Then we'll eat," said the woman. "I believe you're hungry—or been hungry—to try to snatch my pocketbook!"

"I want a pair of suede shoes," said the boy.

"Well, you didn't have to snatch *my* pocketbook to get some suede shoes," said Mrs. Luella Bates Washington Jones. "You could of asked me."

"Ma'am?"

The water dripping from his face, the boy looked at her. There was a long pause. A very long pause. After drying his face and not knowing what else to do, the boy dried it again. Then he turned around. The door was open. He would make a dash for it down the hall. He would run, run, run, *run!*

The woman was sitting on the day bed. After a while she said, "I were young once and I wanted things I could not get."

There was another long pause. The boy's mouth opened. Then he frowned, not knowing he frowned.

The woman said, "Um-hum! You thought I was going to say, *but I didn't snatch people's pocketbooks*. Well, I wasn't going to say that." Pause. Silence. "I have done things, too, which I would not tell you, son—neither tell God, if He didn't already know. Everybody's got something in common. Sit you down while I fix us something to eat. You might run that comb through your hair so you will look presentable."

In another corner of the room behind a screen was a gas plate and an icebox. Mrs. Jones got up and went behind the screen. The woman did not watch the boy to see if he was going to run now. She didn't watch her purse, which she left behind her on the day bed. But the boy took care to sit on the far side of the room, away from the purse. He thought she could easily see him out of the corner of her eye if she wanted to. He did not trust the woman *not* to trust him. And he did not want to be mistrusted now.

"Do you need somebody to go to the store," asked the boy, "to get some milk or something?"

"Don't believe I do," said the woman, "unless you want sweet milk yourself. I was going to make cocoa out of this canned milk I got here."

"That will be fine," said the boy.

She heated some lima beans and ham, made the cocoa, and set the table. The woman did not ask the boy anything about where he lived, or his folks, or anything else that would embarrass him. Instead, as they ate, she told him about her job in a hotel beauty shop, what the work was like, and how all kinds of women came in and out. Then she cut him half of her ten-cent cake.

"Eat some more, son," she said.

When they finished eating, she got up and said, "Now here, take this ten dollars and buy yourself some suede shoes. And, next time, do not make the mistake of latching onto my pocketbook nor nobody *else's*—because shoes got by devilish ways will burn your feet. I got to get my rest now. But from here on in, son, I hope you will behave yourself."

She led him down the hall to the front door and opened it. "Good night! Behave yourself, boy!" she said as he went down the steps.

The boy wanted to say something more than "Thank you, ma'am," to Mrs. Luella Bates Washington Jones. Although his lips moved, he couldn't even say that as he turned at the foot of the stairs and looked up at the large woman in the door. Then she shut the door. □

Quiz "THANK YOU, MA'AM"

1. The underlined word presentable in the story means the same as

   a. beautiful.
   b. sloppy.
   c. happy.
   d. neat.

2. The expression "shoes got by devilish ways will burn your feet" means

   a. the devil can burn your feet.
   b. anything gotten dishonestly will not be enjoyed.
   c. the shoes may be out of style.
   d. the shoes may not fit.

3. The boy wanted the money to buy

   a. a piece of pie.
   b. a pocketbook for his mother.
   c. food.
   d. suede shoes.

4. The woman held the boy because

   a. his hair needed to be combed.
   b. he tried to grab her bag.
   c. he knocked her down.
   d. she wanted company.

5. From Mrs. Jones' actions, you might think that she really is

   a. a bully.
   b. a good cook.
   c. a kind-hearted woman.
   d. a sad woman.

HOMEWORK

From another story you have read (perhaps in SSR) select a character and list the qualities you can find in the story about that character.

Sustained Silent Reading

At this time the teacher may share the result of the Interest Inventories.

For example:

> Many of you wrote you were interested in "baseball" or "sports." There are a number of sports stories in our collection. (Teacher shows these stories or books and may read a few opening paragraphs to stimulate interest in one of the books.)

Newspaper Activity

Find a full-page grocery ad. If you had only $12.50 to spend, what foods would you buy to make a well-balanced meal for two people?

> Write out a menu for the meal in sequence. Write out a shopping list with costs.

Individualized Tutorial Lessons

Following the class reading lesson, small group instruction is recommended for those students who have specific needs. This instruction will take place while the rest of the class is completing an independent assignment.

Students are grouped on the basis of common instructional needs. This may be a grouping of non-readers or a group needing intensive instruction in a specific skill which they were not able to master with the whole class.

Grouping and regrouping will be based on information derived from standardized test scores, survey results, and teacher observations.

The following are some suggested lessons for these students.

Individualized Tutorial Lessons: Group B

PERFORMANCE OBJECTIVES Students will be able to:

- recall literal information from their reading material and differentiate between fact and opinion.

DEVELOPMENT

1. We have been talking about characters and developing opinions about the characters in the stories we read. Is this the same as remembering facts? How is a fact different from an opinion?

   What are some facts about this class? How many boys? girls? windows? doors? location? Is this a good school? How do you know? Is that a fact or an opinion? Discuss the differences between a fact and an opinion.

   How can you tell if it is a fact?

   Reread passages in the story about "Thank you Ma'am" or another story read last week.

   List five facts about the story. Have each child read the facts aloud and write on the chalkboard. How many have the same. Ask group to decide if it is fact or opinion and to support their choice with specific reasons.

APPLICATION

Worksheet: check F for Fact and O for Opinion

Worksheet

1. Girls are smarter than boys. ________
2. Tuesday is the day after Monday. ________
3. I like school. ________
4. P.S. 230 is on James Street. ________
5. Brooklyn has a larger population than Manhattan. ________
6. This is the hottest summer ever. ________
7. Jones Beach has four parking lots. ________
8. The parking lots at Jones Beach were full before 9 o'clock. ________
9. Julio is a better swimmer than Luis. ________
10. Ed Koch is the mayor of New York City ________

Individualized Tutorial Lesson: Group A

PERFORMANCE OBJECTIVE Students will be able to:

. analyze common structural elements in words.

DEVELOPMENT

1. Many books have the same base word with different beginnings and/or endings. The base word has the same basic meaning in all of these words but the affixes modify that meaning.

2. Demonstrate to students using several different base words. For example:

luck means good fortune

luck y	having luck
un luck y	not having luck
luck less	without luck

Elicit other words that are base words with a variety of affixes. Here are some samples:

think
thinking
unthinking
unthinkable

respect
respectable
respectful
disrespectful
respective

Some additional base words are: store, play, happy

Worksheet

Draw a line under the base word in each group below:

1. unlucky luckless luckiest luck lucky
2. act active action acting inactive react reaction
3. friendly unfriendly friend friendship friendliness
4. ripen ripe ripest unripe ripening
5. building rebuild rebuilding build builder
6. misfortune fortunate fortune fortunately unfortunate

Complete each sentence with one of the base words you underlined.

1. It may be easier to ____________________ a new house than to repair an old one.
2. Marlene didn't ____________________ as if she wanted to join a group.
3. A fellow needs a ____________________ when he is in trouble.
4. A four-leaf clover is said to be a good ____________________ charm.
5. Mary won a small ____________________ at BINGO.
6. The fruit was sweet and juicy because it was completely ____________________

Week Three - Theme: You and Your Neighborhood

Reading/Literature Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- infer meanings not explicitly stated in a story.
- expand vocabulary skills by determining meaning of word through analysis of use in context.
- develop writing skills through letter writing.
- relate situations from literature to real life.

MATERIALS

Duplicated copies of the selection, "Nilda Moves to Coney Island," one for each student.

DEVELOPMENT

1. Discuss the following real life situations:

   - Have you ever moved to a new neighborhood? Why?
   - How did you make new friends?
   - How can you feel important in your community? (Join a club, a team, a clean-up project, help old people, babysit.)
   - Is your neighborhood safe? What can you do to make it safer?
   - How did your new school welcome parents? How can you help?
   - Do you have any special talent or skill to share with your community?

2. Write vocabulary words on board and read aloud with students, eliciting meanings:

forbidden	- being ordered not to do something
kidnapped	- stolen from parents
delighted	- pleased and happy
graduation	- completing a school's program
director	- a person-in-charge
Astroland	- an amusement park on Coney Island
building	- a structure
unpack	- to remove from a container or package
beam	- show happiness on one's face

Support the study of the vocabulary words by providing a context for them (see worksheet 1).

3. Read aloud the story, "Nilda Moves to Coney Island." Provide a guiding question to aid students in their comprehension such as: "Read to find out how Nilda feels about moving.

4. Comprehension questions:
For questions related to information not stated explicitly in the story ask students to explain their answers with reference to specific sentences from the story:

   . Why did Mama forbid Nilda and Carmen to go outside after school?
   . How does Nancy show friendship to Nilda?
   . Why does Carmen tell Nancy about her sister's singing?
   . Why is Papa proud of Nilda?

5. Vocabulary skill:

   . Have students deduce meanings of the following vocabulary words and phrases by referring to their usage in context of the selection:

     triplets - three babies born at the same time of the same mother
     beamed - her face covered with happiness

"Nilda Moves to Coney Island"

by Mildred Steier

Nilda and her family moved to a high rise project in Coney Island. This was the second time they moved since they came to New York from Puerto Rico. Their first apartment was on the lower East Side. Mama had forbidden Nilda and her sister Carmen to go out alone after school.

"A little boy was kidnapped, stolen from his parents, and he has never come back," she warned. "We're not little children Mamita," said Nilda. "We're teenagers." That did not convince Mama to give them freedom, a chance to be on their own.

When Papa got a job in the big amusement park, Astroland, they decided to move.

Nilda helped her mother unpack, putting away things, and she and her sister went down to the playground in front of the building. She sat on a bench and watched three little boys who looked exactly alike digging in the sandbox. Suddenly, all at once, she thought of the beach in San Juan where she had built sand houses. She was glad they had moved close to the beach now.

"They're triplets, three babies born at the same time," said a friendly voice next to her. Nilda looked up to see a smiling girl of about fourteen, her own age.

"Hi, I'm Nancy. Those are my little brothers. You're the new girl on my floor. I saw your family moving in today."

Nilda was delighted, pleased, and happy, to have met such a friendly girl.

That evening after a hearty supper of arroz con pollo, Nilda and Carmen met Nancy at the benches.

"Come to the Center. You'll meet some nice kids. We're putting on a show for the old folks' home. Do you like to sing?"

"Nilda is the best singer in the family. She sang 'Eres Tu' at the graduation from Public School," said Carmen.

At the Center, Nancy brought Nilda to meet Mr. Ruiz, the music director, the person in charge. He was very pleased with Nilda's singing.

"We want you to be in our show," he said.

She beamed, her face covered with happiness, at the idea. That night Nilda told her parents about the show and her friend Nancy. Papa said, "I'm very proud of you, Nilda. You will give much happiness and pleasure to the old people. On Saturday,, after you help Mama with the shopping, bring Nancy to Astroland. I will give you a pass, a free ticket, for the rides."

"I'm glad we moved here," thought Nilda as she fell asleep.

APPLICATIONS

Follow-Up: Vocabulary

Three worksheets are provided to assist students in learning the meanings of new vocabulary words from the selection while sharpening their test-taking skills.

Vocabulary Worksheet 1: (Suggested first choice)

Share with the students the word as used in context in the example.
Elicit clues as to its meaning.
Define word from clues.
Check definition in dictionary.

1. I forbid you to carry that knife because it is sharp and dangerous.
2. The mean robber not only stole money and jewels from the house, he also kidnapped the baby from her parents.
3. Juanita had a baby girl; Mary had twin baby boys; Millie had triplets and needed three cribs.
4. Jose was delighted when he received a new bike, a baseball glove, and ten dollars for his birthday.
5. After attending high school for four years, John was happy to get his diploma at the graduation ceremony.
6. The director told the actors how to read their lines, where to stand, and which costumes to wear.
7. Astroland -- an amusement park -- was a very popular place, and people came from all around to go there.
8. Since the building was made of solid stone, it was very difficult for the wrecking crew to knock down this structure.
9. As soon as we arrive, we must unpack. We must open our suitcase and take out our clothes.
10. The losers looked sad and sorry, but the winners beamed with smiles.

Vocabulary Worksheet 2 - Multiple choice

1. forbidden a) taken b) allowed c) not allowed (d) blue

2. kidnapped a) given back b) an object stolen c) a person stolen d) saved

3. triplets a) twins (b) one baby born c) short trips d) three babies born

4. graduation a) beginning a program b) short form c) ending a program d) failure

5. director: a) person in charge b) follower c) student d) aerial

6. delighted: a) sad b) sorrowful c) good d) happy

7. building: a) structure b) water c) area d) rocks

8. Astroland: a) pool b) roller-coaster c) magic house d) amusement park

9. unpack: a) remove b) put in c) not packed in d) acceptable

10. beam: a) yell b) cry c) smile d) talk

Vocabulary Worksheet 3. Fill in the blanks

1. I __________ you to use that knife since it is very sharp and dangerous.

   a) asked   b) told   c) forbid   d) yellow

2. The mean robber not only stole money and jewels from the house, he also __________ the baby from her parents.

   a) gave   b) returned   c) kidnapped   d) great amount

3. Juanita had a baby girl; Mary had twin baby boys; Millie had __________ and needed three cribs.

   a) one baby   b) triplets   c) measles   d) 5 babies

4. Jose was __________ when he received a new bike, a baseball glove, and ten dollars for his birthday.

   a) delighted   b) saddened   c) upset   d) graduation

5. After attending high school for four years, John was happy to get his diploma at the __________ ceremony.

   a) baptism   b) beginning   c) green spots   d) graduation

6. The __________ told the actors how to read their lines, where to stand, and which costumes to wear.

   a) actor   b) director   c) yelling   d) happy

7. __________ -- an amusement park -- was a very popular place, and people came from all around to go there.

   a) baseball park   b) fish pond   c) Astroland   d) dark

8. Since the __________ was made of solid stone, it was very difficult for the wrecking crew to knock down this structure.

   a) building   b) tunnel   c) to build   d) mad

9. As soon as we arrive, we must __________. We must open our suitcase and take out our clothes.

   a) leave   b) very hot   c) sink   d) unpack

10. The losers looked sad and sorry, but the winners __________ with smiles.

    a) beamed   b) upset   c) brown   d) bat

Follow-up: Reading Activity

Read other stories about adjustments to a new neighborhood, "The Wise and the Weak,"* by Phil Aponte, is one possibility. This is a story about a boy who moves to a new neighborhood and meets hostile boys his own age. They taunt him and he almost dies in the suicidal challenge they set up. Defeated and frightened, he and his mother move back to their old bloodthirsty neighborhood. It makes an interesting contrast to the positive, up-beat flavor of Nilda's story of acceptance in the new neighborhood.

Discuss the idea that Phil is alone except for his mother, while Nilda has a loving supporting family including a father who "takes care" of the family.

Both young people have a need to make friends in the new environment. In Nilda's story the activities of the gang are positive, in Phil's they are destructive and negative.

Another possibility would be an excerpt from Down These Mean Streets by Piri Thomas.

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*"The Wise and the Weak" may be found in Crosscurrents, Houghton Mifflin Action Series or Impact series in Cities.

Newspaper Activities

Students can list different kinds of information found in the newspaper. Groups of students can make these lists.

All of the lists can then be compared and the information put into categories to be labeled by the students.

e.g.: New York City Reading Tests
Strategic Arms Talks
Baseball Scores
New York Subway Problems
Winner of Wingo Game
etc.

Possible categories:

1.	Sports	Local News	World News
2.	Community	National	International
3.	Reports	Commentary	Issues

The process of such classifying should be extended and used frequently to increase students' practice with thinking and reasoning activities.

Individualized Tutorial Lessons - Group A

PERFORMANCE OBJECTIVES Students will be able to:

- expand their vocabulary by using associations to increase the number of words they know.

DEVELOPMENT

1. Some words are found so often in reading materials that it is important that they be learned by sight and quickly recognized.

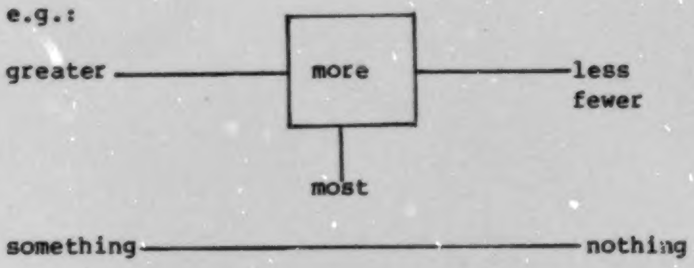
   Here are some important words to learn. Display the following list:

   more
   than
   other
   such
   even
   most
   also
   through
   should
   another
   few
   people
   state
   world
   still
   between
   life
   being
   same
   during
   without
   yet
   while
   last
   might
   great
   year
   since
   against
   himself
   lack
   nothing
   less

2. Have students read lists as quickly as they can.

   Choose a word and write any other words you associate with it; a synonym, an antonym, a word that is in a similar category.

   e.g.:



3. What are the things in common of the following groups of words?

   - year, day, month, second, hour
   - Mrs., Mr., American, people, child
   - end, beginning, middle, start, finish

Individualized Tutorial Lessons - Group B

PERFORMANCE OBJECTIVES Students will be able to:

. identify character traits from their reading material.

DEVELOPMENT

1. To really appreciate a story it is important to understand the characters or people in that story. Their personalities must come through to make the stories meaningful.

   Describe some of the characters we have read about:

   Reggie Jackson: controversial, generous, etc.
   Denise: ambitious, willing to practice.

2. Discuss how other people affect their lives. Who are the people that affect their lives?

3. What are the character traits you would like to see in a friend? your mother? your sister or brother? your teacher? How do you know if someone has these traits?

4. Make a list of the character traits of your best friend. For each character trait, tell how you know that person has that trait.

5. Look back to the story we read this week. Complete the following sentences:

   - Mrs. Louella Bates Washington Jones showed she was a caring person by

     ____.

   - Roger showed he was trustworthy after all by ____________________

     ____.

APPLICATION

Have students refer to stories from previous week; review them by skimming. They should analyze the character of one of the people in the story with their reasons for their conclusions. This may be also done with any story they have read independantly as part of SSR.

Be sure to have students support their evaluations of the characters with specific reference to the text of the story chosen.

Follow-Up Activities

Writing

Have students write a letter to a neighborhood day care center or senior citizens' home explaining how teenagers might be of help to the center or home.

Share the letters, discussing the suggestions which the writers offered.

Project

Working in small groups, have students design a clean-up campaign for the neighborhood using local resources: sanitation department, politicians, fire department, etc. Each group identifies one problem and develops ways in which each of these community groups could contribute to a solution.

Have students use the telephone book to look up phone numbers of neighborhood fire department, police department, sanitation department, day care center, senior citizens' home in order to gather information they might need to plan the campaign.

(These projects can be on-going for the next two or three weeks. Time should be set aside for group presentations at a later date. Written reports, dioramas, dramas, etc., are all aceptable forms for reporting.)

Week Four - Theme: The World Around Us

Reading Literature Lesson #1

PERFORMANCE OBJECTIVES Students will be able to:

- identify information in a story which describes the personality traits of characters.
- deduce personality traits of characters through inferences.

MATERIALS

Duplicated copies of the selection, "The Fence," by Jan Balet, one for each student.

DEVELOPMENT

1. Discuss the varieties of fences one can find in most neighborhoods. Ask the students to describe the fences they have seen and where they have seen them.

2. Read the title, "The Fence." What clue does the title give us about this story? What's the purpose of a fence? Why do people put up fences?

3. Read the opening paragraph. What is the main idea here? What is the paragraph mostly about? (Series of contrasts: volcanoes-forests; snow-heat; meadows-deserts; cities-villages; big dogs-little dogs; rich-poor.) What do you think these contrasts prepare you for? (Elicit: The story will be about opposites.)

4. Read paragraphs 2 and 3 and help students understand the cast of characters and the contrasts.

5. Have students read the story up to the opening of the trial. Ask: "What new information helps us to understand the character more fully?"

6. Stop to summarize the story so far. Ask: "What is the issue at the trial? How do you think the story will end?

SUPERVISED PRACTICE

1. Have students continue to the end of the selection. Ask: "How did the judge reached a decision?" Continue to make sure of the comprehension of the story by questioning.

2. Have students examine text for clues to the characters of each family.

3. Have students discuss the issue of justice.

4. Administer the short quiz at the end of the selection.

THE FENCE - Jan Balet*

Mexico is a land of volcanoes and tropic forests, of snow and fierce heat, of meadows and deserts, of cities and villages, of big dogs and little dogs and, like everywhere else inthe world, of rich people and poor people.

In Mexico, once upon a time, there was a very rich family who lived in a beautiful pink house with a green garden. Often rich people look well-fed and happy, but the people in the pink house looked glum and miserable. Even their dog and parrot were skinny and bad-tempered, although the house and the kitchen were full of everything one could desire.

Next door to the pink house lived a poor family. Their house was a little thatched hut. Between the two houses stood a fence. Sometimes poor people are tired and unhappy but not this family.

The children glowed with health although their house and kitchen were small and almost bare.

They always made the best of what there was. Even their guinea fowl and their cat looked happy.

The sound of their children's laughter could often be heard through the fence. This annoyed the rich people next door.

In the rich family's kitchen, people were always busy roasting, baking, boiling, and frying. All day long glorious smells drifted through the fence.

Early in the morning came the smell of hot chocolate. At noon it was the mouth-watering aroma of roast meat, and in the evening every breeze brought a smell of chicken or grilled fish or even of spicy duck. No wonder the mother of the poor family would hand each of her children a slice of bread and say, "Now go and stand by the fence and smell something good to enjoy with your bread."

---

*From Jan Balet, The Fence (New York: Delacorte Press, 1969). Reprinted with permission.

One day the father of the rich family got very angry when he saw the children of the poor family standing by the fence and sniffing. "Go away you gang of thieves." he yelled at them. "I'll send you to jail for sniffing the smell of our food." And sure enough, on the next market day the poor and the rich families were called by the judge to appear in court.

On the way to court, both families stopped at the village market. Tradesmen from other villages had spread out their wares over the market place. The lady from the pink house arrived with her children to do the shopping. She was very fussy and haggled over everything--hair ribbons, baskets of eggs, tropical fruits from the south, hens, fried pancakes and flowers. All around her were stalls piled high with fruits, oranges, lemons, melons, bananas, grapefruit. There were also loaves of bread in all shapes and sizes, and still warm from the oven. Dogs barked, old ladies gossiped, everyone smelled the glorious smell of the new-baked bread, but none of the bakers complained.

This family from the little thatched hut always enjoyed market days. They liked the crowds, the excitement, the music, and the jokes about the bullfights. They laughed at the people in masks and tried to guess who they were, but on this particular day they were sad. No one likes to have to appear in court even if he is sure he is right.

The trial was to begin at 11 o'clock. The rich family arrived early and was very elegantly dressed. The poor family arrived late in their everyday clothes. Their children looked down at the ground because they were frightened. Still they hoped their father would be able to settle everything.

The judge called for silence and told the rich man to speak first. The man from the pink house described how he had paid his servants to cook the most delicious meals, but he said this did not help his family at all because the wretched family next door stood by the fence and sniffed all the goodness out of the food. "Look how well fed and happy they are," he said. "That proves I am right."

The judge thought about this for a long time. The he asked the father of the poor family what he had to say. "May I leave the room for a moment?" The poor man asked.

Standing just outside the door, he put a few coins in his sombrero and shook them so they jingled loudly. His family began to laugh as he slyly asked the rich man if he heard the clink of the money. The rich man nodded. The judge understood what the poor man meant and gave them his decision.

"You," he said to the rich man, "have heard the jingle of this man's money just as he has sniffed the smell of your food. If he owed you anything for the smell he has paid you back."

The poor family was delighted. They rushed home and held a fireworks party to celebrate their victory, for in Mexico if people are happy, they always let off rockets. They did not make anyone pay to watch the rockets or to listen to them. And they let the wonderful smell of the burnt gunpowder drift across the fence absolutely free.

Quiz - "The Fence"

1. The word glum in paragraph 2 of this story means the same as:
    - a) happy.
    - b) sad.
    - c) sunburned.
    - d) glad.
2. Mexico can be described as a country of
    - a) only rich people.
    - b) only poor people.
    - c) opposites.
    - d) artists.
3. The two families who live near each other
    - a) share everything.
    - b) are both jealous of each other.
    - c) like each other very much.
    - d) are separated by a fence.
4. According to the judge's verdict,
    - a) the poor man had to pay for smelling the food.
    - b) the rich man had to share his food with the poor family.
    - c) the rich man was paid by the sound of the poor man's money.
    - d) they should all have a fiesta.
5. The judge's verdict was
    - a) unfair.
    - b) just.
    - c) cruel.
    - d) not carefully thought out.

Follow-Up: Vocabulary

Review vocabulary meanings in context of story. Then match words in Column 1 with antonym (words that mean the opposite) in Column 2 by putting the correct letter in the blank.

_____1. rich	a. delighted
_____2. bad tempered	b. poor
_____3. glum	c. hungry
_____4. well-fed	d. tasteless
_____5. skinny	e. icy cold
_____6. delicious	f. special
_____7. fierce heat	g. easy going
_____8. everyday	h. fat

APPLICATIONS

Follow-Up: Comprehension

Find phrases in the story that describe the personality traits of the rich man's family and then look for parallel personality traits in the poor man's family. List them below. The first one has been done for you:

rich man's family	poor man's family
1. fussy and haggled over everything	1. made the best of what there was
2. ____________________ ____________________	2. ____________________ ____________________
3. ____________________ ____________________	3. ____________________ ____________________
4. ____________________ ____________________	4. ____________________ ____________________

Follow-Up: Writing Activity

Have students write a piece about their feelings for one of these characters: the rich man, the poor man, or the judge.

There is an old saying, "A crust of stale bread with those I love is more delicious than a banquet where I am not loved." What do you think this saying means? What does this have to do with the story, "The Fence?"

Reading/Literature Lesson #2

PERFORMANCE OBJECTIVES Students will be able to:

- identify similes and metaphors (words and phrases not used in the literal sense) in a selection of poetry.

MATERIALS

Duplicated copies of the selection "Alone" by Maya Angelou, one for each student.

DEVELOPMENT

1. Teacher gives each student a copy of the poem to follow as it is read aloud.

2. Explain that in this poem, the writer talks about one idea that she wants to share with the reader.

   In order to explain the idea the writer uses words in a special way. We will call them picture words because they give us a clear picture of what the writer means. These picture words sometimes use comparison to explain an idea or a feeling. For example, if we say someone has nerves of steel, we mean that the person has strong, steady nerves. If we say he runs like the wind, we mean that he runs very fast.

   As I read the poem, try to discover the idea that the poet wants to share, and listen for "picture words."

3. Read poem and have students follow along.

4. Point out there is one message that the writer wants to share very much; in fact, she repeats it in every section of the poem, so that the reader cannot miss it.

   - Ask which lines are repeated in every section. (Elicit, "nobody, but nobody, etc."

   - Where is "out here"? (Elicit: in the world or in life.)

   - In these lines we get the idea that something is needed. What? (Elicit: People need other people in order to survive.)

   - What do you need? (Elicit: Family, friends who love us; teachers; schoolmates; employers; and co-workers, etc.)

We can see that the writer strongly believes that you cannot get through life by yourself. The poem tells us some of her reasons for believing this.

SUPERVISED PRACTICE

1. After students read the first three lines of the poem, ask:

   - Where is the writer? (Lying in bed.)
   - What is the soul? (Elicit: spirit, mind, etc.)
   - The word home is used as a picture word in this case. What does home mean to you? (Elicit: a place to be at peace, where your needs, such as food, rest and physical comfort, are satisfied.)
   - What does the poet want in line three? (Elicit: a home for the soul or a place where the spirit can find peace and satisfaction.)
   - The last five lines of this first section tell one thing that is necessary for the spirit to find peace. What is that? (Elicit: someone with whom to share.)

2. After students reread the third stanza of the poem, ask:

   - Who does the author talk about here? (Elicit: millionaires.)
   - Why can't the millionaires use their money? (Elicit: They have more than they spend.)
   - There is a new word in line 3. The word is banshee. A banshee is a ghost who wails and cries when death is near. Who does the author compare to banshees? (millionaires' wives) What are these women like? (Elicit: sad, complaining)
   - Describe the millionaires' children. (sad, unhappy)
   - Find the picture word in line 6. (hearts of stone)
   - What do people need beside money? (Elicit: someone to share.)

3. Reread the fifth stanza.

   - The fourth line talks about the "race of man". What does that mean? (Elicit: all men. Does that include women?)
   - What can you think of things in the world today that can cause the race of man to suffer? (Elicit: war, invasions, etc.)
   - What is the moan that the author hears? (Elicit: people suffering from hunger and sickness and poverty that result from war and aggression.)

- In this section the author talks about all men. What does she decide about the race of man? (Elicit: We all need each other. Nations must depend on each other to survive.)

APPLICATIONS

Practice with similes and metaphors.

Choose a noun.

Have the group complete similes describing the idea represented by that noun.

After the group has developed good similes, show them how to "distill" the simile to a metaphor.

Examples:

A.	the word:	heart
	similes:	a heart as good as gold a heart as hard as stone a heart as big as all outdoors
	metaphors:	heart of gold heart of stone big-hearted
B.	the word:	rain
	similes:	rain as cold as ice rain as clear as crystal rain as welcome as a friend
	metaphors:	icy rain, crystal rain, friendly rain

Preview of Week 5

We have read about our neighborhoods and about far-away places in this world. Next week we will move to another "world," the "world of our imagination." Think about that over the weekend!

ALONE

by Maya Angelou

Lying, thinking
Last night-
How to find my soul a home
Where water is not thirsty
And bread loaf is not stone
I came up with one thing
And I don't believe I'm wrong
That nobody
But nobody
Can make it out here alone.

Alone, all alone
Nobody, but nobody
Can make it out here alone.

There are some millionaires
With money they can't use
Their wives run round like banshees
Their children sing the blues
They've got expensive doctors
To cure their hearts of stone.
But nobody
No nobody
Can make it out here alone.

Alone, all alone
Nobody, but nobody
Can make it out here alone.

Now if you listen closely
I'll tell you what I know
Storm clouds are gathering
The wind is gonna blow
The race of man is suffering
And I can hear the moan,
Cause nobody,
But nobody
Can make it out here alone.

Alone, all alone
Nobody, but nobody
Can make it out here alone.

From Maya Angelou, Oh Pray My Wings Are Gonna Fit Me well (New York: Random House, 1975),
Reprinted with permission.

Newspaper Activity #1

Have students cut out 6 to 10 articles they read. What specific information does the article provide? Who would be interested in that information? Ask them to group their articles into categories based on the people who would be most interested in reading those articles.

1. Are they about the local neighborhood? Mostly people who live in that community would be interested.

2. Are they about New York City?

3. Are they of international interest?

Follow-up: Have students discuss the reasons they believe the articles are of limited or of wide interest.

Newspaper Activity #2

Have students find articles or stories of special interest to:

- the local community.
- New York City.
- New York State.
- The United States.
- the world.

Select one article and in one sentence tell what it is generally about.

What specific information does the article provide? Did the article include any statements of opinion? Identify which opinions you found.

Have students discuss the reasons they believe the article(s) are of limited or of wide interest.

Individualized Tutorial Lesson - Group A

PERFORMANCE OBJECTIVES Students will be able to:

. recall facts after reading a story.

MATERIALS

Copy of a story used in previous week, "Nilda Moves to Coney Island."

DEVELOPMENT

1. Have the students sit in a circle. Ask them to remember back to the story they read last week, "Nilda Moves to Coney Island" and think of a good question about the story.
2. The first student will then ask the question of the person immediately to his right. That person must answer the question correctly and then ask a question of the next student to the right.
3. If it is not answered correctly, the question is asked of the next student and on around the circle until it is answered correctly. That student then asks the next question.
4. The questions and their answers are written on the chalkboard and then the story is reread to find the lines in the story that confirm those answers.
5. Have all students list words or phrases that tell the important things that they read about in the story.

Individualized Tutorial Lesson - Group B

PERFORMANCE OBJECTIVES Students will be able to:

. identify meanings that are inferred, but not explicitly stated in materials they have read.

DEVELOPMENT

1. In previous lessons we discussed the differences between fact and opinions. How do we form opinions?

   Elicit ways opinions are formed - "knowing some facts that lead us to form an opinion, guesswork or hunches."

2. An inference is usually based on known facts or information that lead a person to a conclusion.

   Illustration:

   > John is practicing basketball every day. Tryouts for the basketball team will be held next week. I think John wants to try out for the team.
   >
   > or
   >
   > There are 30 kids in our class. Twenty-six will be promoted. I wasn't told that I failed. I believe I will be promoted.
   >
   > Elicit additional examples from the students.

3. Have students recall facts about Mrs. Jones' from "Thank You Ma'am."

   List some of the facts about Mrs. Luella Bates Washington Jones and draw inferences from the facts.

4. Some facts listed below may be added to those elicited from students and written in their notebooks:

   - Mrs. Jones kicked Roger square in his blue-jeaned sitter and then picked him up by his shirt and shook him hard.
   - Roger tried to steal Mrs. Jones purse.
   - Mrs. Jones gave Roger $10 to buy suede shoes.
   - Roger did not want Mrs. Jones to mistrust him.

5. Students will read their inferences aloud to the group. Group discussions about the differences will help to clarify range of inferences which can be made from the same facts.

6. An inference should be a reasonable sequel to a stated fact: there is no "right" or "wrong" if it makes sense in terms of the facts stated.

Week Five - Theme: The World of Imagination

Reading/Literature Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- identify elements of fantasy and of reality in a selection.
- draw inferences based on "foreshadowings."
- identify information describing feelings of characters.

MATERIALS

Duplicated copies of the selection "The Monkey's Paw" by W.W. Jacobs, one for each student.

DEVELOPMENT

1. Ask students to share examples of times when they made wishes.

2. Ask students what they would wish for if they had three wishes. List on the board.

3. Write the title of the story on the board. Ask what they think or predict the story will be about.

4. Read as far as the end of the first section. Ask questions to make sure the pupils understand who the characters are, what the setting is, and what the situation (or problem) is.

5. Make sure that the class understands the following vocabulary words: ordinary, roundabout, ceased. (The teacher supplies synonyms or related words and expressions.)

SUPERVISED PRACTICE

The rest of the story is read aloud or silently, depending on the abilities and interests of the class. Provide guiding questions to aid their reading:

1. Explain the idea of "foreshadowing": a writer plants little clues to keep us in suspense. Point out some specific "clues" or foreshadowings in the earlier part of the story. Have the students look for other foreshadowings as they read.

2. Some of the elements in the story that are real and documented. Find other parts of the story that cannot be proven?

3. How do you think the father felt after his son's death? the mother? What part of the story shows you how they felt? What do you think they will do with the monkey's paw now?

W. W. JACOBS

The Monkey's Paw

I

SERGEANT Morris had joined the army when he was just a young man. Now, twenty years later, he was back in his hometown and visiting his neighbors, the Whites. Mrs. White was knitting by the fire, but Mr. White and his grown son Herbert were leaning forward eagerly to hear about their guest's adventures. He had been stationed for many years in India, and he liked to describe the strange things he had seen there.

"I would like to see those unusual sights myself," said Mr. White. "What was that you started telling me the other day about a monkey's paw, Morris?"

"Nothing," said the soldier, "not a fit thing to talk about."

"Monkey's paw?" asked Mrs. White.

"Well, it's just a bit of what you might call magic," the sergeant said.

Mrs. White moved closer to their guest.

"To look at, it's just an ordinary little paw, dried to a mummy. Here it is," said Morris, reaching into his pocket.

"What's so special about it?" asked Mr. White, holding it under the lamp.

"It had a spell put on it so that three separate men could each have three wishes from it . . ."

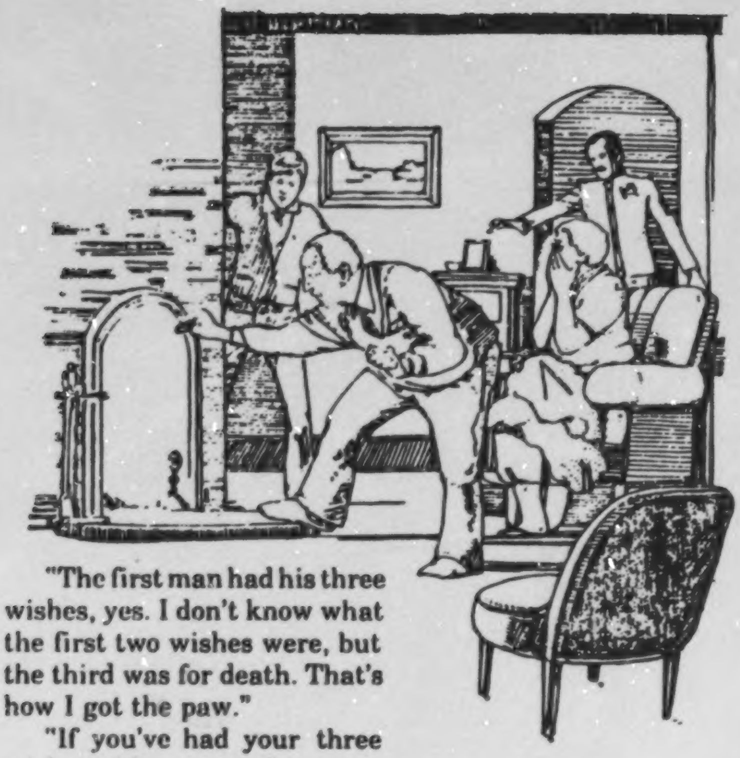
Herbert interrupted, "Well, why don't you have three wishes, sir?"

"I have," Morris answered quietly, "God help me."

"And has anybody else wished?" asked Mrs. White.

From High Marks (New York, Amsco School Publications).

The Monkey's Paw by W.W.Jacobs from The Lady of the Barge (New York: Dodd, Mead & Co.,). Reprinted with permission.



"The first man had his three wishes, yes. I don't know what the first two wishes were, but the third was for death. That's how I got the paw."

"If you've had your three wishes, it's no good to you now, Morris," said Mr. White. "Why do you keep it?"

"I don't know. It's an evil thing. It grants wishes, yes, but in a roundabout and wicked way. I don't want anyone else to suffer the way I have."

He took the paw and suddenly threw it into the fire. "Stop!" cried Mr. White. With a quick movement, he stooped down and snatched it up.

"Better let it burn," said the soldier.

"If you don't want it, Morris," said Mr. White, "give it to me."

"I wouldn't give it to a friend. If you keep it, don't blame me for what happens. Throw it on the fire again, like a sensible man."

"All right, then, I wish for two hundred pounds," said his father distinctly.

Then he screamed and dropped the monkey's paw. "It moved. As I wished, it twisted in my hands like a snake."

"It must have been your imagination," his wife said with a worried look.

"Well, I don't see the money," said Herbert.

Mr. White shook his head. "Never mind, there's no harm done, but it gave me a shock all the same. Let's go to bed."

A little disappointed, the family started upstairs.

But Mr. White shook his head and examined his new possession closely. "How do I make the wishes?"

"Hold it up in your right hand and wish aloud, but I warn you . . ."

After their guest had left, the family laughed nervously. They did not believe the sergeant's warning. They could not believe any harm could come from giving the monkey's paw a try.

"I just don't know what to wish for. It seems to me we've got all we need," Mr. White said slowly.

"If you only had the house paid for, you'd be quite happy, wouldn't you?" Herbert asked. "Well, wish for two hundred pounds, then. That'll do it."

II

The next morning was bright and sunny. The family thought about the sergeant's visit the night before.

"I suppose all old soldiers are the same," said Mrs. White. "The idea of our listening to such nonsense! How can wishes be granted these days? And if they could, how could two hundred pounds hurt us?"

"Might drop on our heads from the sky," joked Herbert, "so stay inside until I get back from work."

His mother laughed and watched him go down the path. "Our Herbert certainly has some funny remarks. He livens up our days for us, I must say." As she turned to her household tasks, her thoughts went back to the monkey's paw. When the mail came, she hurried to look through the letters. There she found a few bills but no sign of the two hundred pounds.

It was well past noon when Mrs. White noticed the mysterious movements of a stranger outside. He seemed to be trying to make up his mind to knock at the door. Three times he paused at the gate and then walked up the path just as Mrs. White opened the door.

The man seemed ill at ease and remained silent for a long time. Then he spoke. "I--was asked to inform you . . . I—I am from the factory."

The old woman jumped. "Is anything the matter? Has anything happened to Herbert? What is it? What is it?"

"I'm sorry . . ." began the visitor.

"Is he hurt?" asked Mr. White.

"Yes. But now he is not in any pain."

"Oh, thank God!" cried Mrs. White. "Thank God for that! Thank . . ."But then she understood. Her husband put his arm around her shoulders. There was a long silence.

"He was caught in the machinery," said the visitor in a low voice. "The firm wishes me to convey their sympathy to you in your great loss and to deliver this certain sum because of your son's services to the company. Of course, all of our workers are insured . . ."

Mr. White looked with horror at his visitor. His dry lips shaped the words, "How much?"

"Two hundred pounds" was the answer.

III

When the old people came back from the cemetery, they found the house shadowy and silent. The house that had always been made cheerful by Herbert's jokes was as quiet as a tomb. As the days passed, the couple hardly spoke a word, for now they had nothing to talk about. Their lives were empty.

It was about a week after the funeral that Mr. White woke up to hear his wife crying. She was looking out of a window, and the tears ran down her face.

"Come back to bed," he said tenderly. "You will catch cold."

"It is colder for my son."

Then she came stumbling across the room toward him. "The monkey's paw. Why didn't I think of it before? Why didn't you think of it?"

"Think of what?"

"The other two wishes," she said. "We've had only one wish."

"Wasn't that enough?" Mr. White demanded.

"No, we'll have one more. Go down and get it quickly, and wish our boy alive again."

The man sat up in bed and threw off the blankets. "Good God, are you mad? You don't know what you are saying!"

"We had the first wish granted. Why not the second? Go and get it and wish." She was pushing her husband toward the door.

He went down in the darkness and felt his way to the living room. He found a candle and lit it. The monkey's paw was on a table. He wanted to throw the horrible thing out the door, but he heard his wife behind him.

"Wish!" she cried in a strong voice.

"It is foolish and wicked."

"Wish!"

He raised his hand. "I wish my son alive again."

The paw twisted and fell to the floor. Mr. White sank trembling into a chair as his wife walked to the window and pulled back the curtain. They waited until the little piece of candle burned out. The wish had not been granted. Mr. White was thankful for that. With a feeling of relief, he went back to bed, and soon his wife lay down beside him.

Neither spoke. The loudest sound was the ticking of the clock.

The first knock sounded on the front door, so quiet it could scarcely be heard. Mr. White lay motionless. The knock was repeated.

"What's that?" whispered Mrs. White, getting up.

"A rat," said the old man in shaking tones, "a rat. It passed me on the stairs."

The knock came again, this time much louder. "It's Herbert!" she screamed. "It's Herbert!"

"What are you going to do?"

"It's my boy; it's Herbert! I forgot that the cemetery is two miles away. Why are you holding me? Let go. I must open the door!"

"For God's sake, don't let it in," cried Mr. White, trembling.

"You're afraid of your own son! Let me go. I'm coming, Herbert. I'm coming."

There was another knock, and another. Mrs. White ran from the room. Her husband heard her going down the stairs. He heard the chain being taken from the door and the bottom bolt sliding back.

"Come down," Mrs. White called. "The top bolt is stuck. Come here and help me."

Her husband was on his hands and knees behind her, searching for the paw. If he could only find it before the thing outside got in . . . The knocking was a pounding now, as loud as a drumbeat. He heard the squeaking of the bolt at the same moment he touched the monkey's paw. He breathed his third and last wish.

The knocking ceased suddenly. The door opened. A cold wind rushed up the staircase. He heard his wife's long, loud cry and ran to her side. In the moonlight the road was quiet and empty.

APPLICATIONS

Follow-Up: Drama

Have students act out the story, reading the dialogue and using a narrator to bridge the action.

OR

Ask students to act out the story, making up their own dialogue.

Follow-Up: Writing

Have students compose a piece on one of the following themes:

"A Time I Got More Than I Wished For"; "If I Had one Wish....."

OR

Have students write an original myth explaining the origin of any wishing artifact. (Explain that wishing symbols include chicked bones, candles on a cake, stars, dandelions, and apple peels.)

(e.g., "How an Eyelash Became a Wishing Symbol")

Newspaper Activity

PERFORMANCE OBJECTIVES Students will be able to:

. find specific items in the classified section of the newspaper.

DEVELOPMENT

1. Have students find the classified section of the paper.
2. What are the kinds of classified ads that are there?
3. What is a classified ad?
   Elicit that the purpose is to advertise:
   - jobs.
   - cars for sale.
   - household goods.
   - apartments to rent.

APPLICATIONS

Decide on the kind of car you would like to own someday. From the classified section read ads for that kind of car. Figure out the average price being asked for the car.

Read one of the small classified ads. Rewrite the ad with all abbreviations written out as complete words.

Individualized Tutorial Lesson - Group A

Inferred Meaning

PERFORMANCE OBJECTIVES Students will be able to:

- infer meaning about what is being reported from an illustration or headline, in a newspaper or magazine.

MATERIALS

magazine illustrations from which inferences may be made, newspaper headlines.

DEVELOPMENT

1. Students are shown a picture and are asked what conclusions they may draw from that picture. One student responds and the others confirm whether or not the picture gives enough information to support that conclusion.

   For example: a picture of a house with a For Sale sign.

   Conclusion: The house is for sale. This can be inferred from the picture.
   Conclusion: The house is being sold for back taxes. That is not known from the picture.

2. Give several more examples.

3. Tell students: "An inference is based on known facts or information that lead the person to a conclusion."

4. Show students several headlines. Have them write down inferences based on information in the headlines.

   Share responses and confirm whether or not there is sufficient information to lead to that inference.

Individualized Tutorial Lesson - Group B

PERFORMANCE OBJECTIVES Students will be able to:

. identify and comprehend words and phrases that are not used in a literal sense, but rather as figurative language.

DEVELOPMENT

1. Last week we talked about descriptive words that were figurative (similes and metaphors if group understands the words) and not literal. Figurative language is colorful and interesting, and sometimes amusing: Do you remember any of the phrases:

   - walking on air
   - eat her words
   - keep your eyes peeled
   - has a heart of gold

2. Refer back to activity. Make up five sentences using figurative language. Write them in your notebook, leaving 3 lines blank between each sentence.

   For homework: Rewrite the sentences using literal language, which explains each of the five sentences.

Preview of Week 6

Next week we will talk about all the things we have learned about other people and relate stories about other people to our own lives.

Week Six - Theme: Putting It All Together

Reading/Literature Lesson

PERFORMANCE OBJECTIVES Students will be able to:

- evaluate Susan B. Anthony's role in gaining the vote for women.
- identify words and phrases used by the author to influence the reader towards a point of view.

MATERIALS

Duplicated copies of the selection "Susan B. Anthony," one for each student.

DEVELOPMENT

1. Elicit from students their feelings about their personal rights. How would they feel if someone told them they were not ever allowed to watch television?
2. Write the name Susan B. Anthony on the chalkboard, and elicit the information students have. Display a Susan B. Anthony silver dollar, if available, to demonstrate her importance.
3. What do students see in the picture on the first page of the selection? What inferences about Susan B. Anthony can they draw from the picture?
4. Ask students to identify what they know about the events that were taking place in the middle 1800's? (Civil War, Industrial Revolution, large waves of immigration)
5. Read the first two paragraphs to the class. Discuss meaning of the word freedom, and elicit from the class their views on freedom. Based on the picture, how do you think Susan might one day help people? (List various possibilities on chalkboard.)

SUPERVISED READING

1. Have class read the rest of the story to discover what Ms. Anthony did to help people.
2. Ask: "Why did Susan B. Anthony become involved in women's rights? What are some of the things she did to carry out her beliefs?" Have students prove their responses by citing the specific text.

3. Ask: "Do you think the author admires Susan B. Anthony? What words in paragraph three make you feel that way? in paragraph seven? in paragraph five?

   "This is his point of view. Look through the story to find the positive words that the author used to try to make you feel admiration for Susan B. Anthony?"

4. What is the Anthony Amendment? How did this amendment help the women of America?

APPLICATIONS

Administer to the class the quiz included with the selection. Students may refer to the text in answering the questions.

After the quiz, go back to the text and open up a discussion of the concepts, racial hatred, dedication to freedom, and women's rights.

VOTE YES ON WOMEN SUFFRAGE OCT. 19
VOTES FOR WOMEN
VOTES FOR WOMEN
VOTES for WOMEN
DR. SHAW
CASINO
THURS. Aug. 26

Women should have the right to vote. Susan B. Anthony worked for many years to help women gain the right to vote. She spoke to thousands of people. In 1920 Congress passed a law giving women the right to vote. Some people called this law the Susan B. Anthony Amendment.

5 Susan B. Anthony

It was a beautiful summer day in 1826. It was a wonderful day for a drive in the country. Susan Anthony was excited. She was going on a trip with her father. He was going to visit Judge McLean, a wealthy businessman. Judge McLean lived in Battenville, New York. Battenville was more than forty miles away from Susan's home near Adams, Massachusetts. She had never gone on such a long carriage ride before.

From Great Americans and Great Ideas, Fideler Social Studies (Grand Rapids, Mich.: Fideler Co., c 1979), pp. 26-30. Reprinted with permission. Photograph from People and our Country by Norman K. Risjord and Terry L. Haywoode (New York, N.Y.: Holt, Rinehart and Winston, c 1982), p. 513.

Susan spoke to many groups about this. She was a strong and powerful speaker. She wanted to make people understand how unfair the law was to women and to others, such as blacks and Indians. It was wrong to deny anyone their freedom.

Susan was often laughed at for her beliefs. Some people insulted her. But a few listened. Even though her beliefs were not popular, she refused to stop her work. She wanted to change the law so that no one's freedom could ever be kept from them. It was a hard fight. Yet, Susan Anthony was determined to win.

She began to go from town to town to talk to people about freedom. She would talk with anyone who would listen. In the winter of 1854 Susan visited many towns. She walked from door to door, often in the biting cold. Sometimes people would listen to her. Sometimes doors were slammed in her face. Still, Susan went on. It was important work. It was work that only she could do.

Finally, after many long years, Susan's work helped bring many women more freedom. In 1860 the state of New York passed a law that gave married women the right to own property. It also allowed them to keep their earnings. It was an important moment. It was an exciting moment. It was a great victory for freedom. Susan B. Anthony had begun a movement for freedom that would soon sweep across our country.

Susan had the support of many important men and women. One of these was the famous black newspaper editor, Frederick Douglass. Another was Horace Greeley. They helped Susan B. Anthony in her great fight for freedom.

In 1868 Susan founded a weekly newspaper, called *The Revolution.* It was all about women's rights. The publishing office soon became a meeting place for leaders in the women's rights movement. It was a busy place. Many famous people wrote articles and stories to be printed in the paper.

Through *The Revolution* Susan B. Anthony became known all over the country for her bold stand on freedom. She wrote many articles which were printed in the paper. But she did many other things also. She sold advertising and took stories to the printer. She raised money. She even sold copies of the newspaper. However, she was not able to sell enough copies to pay the bills. In

At Judge McLean's home Susan saw something that upset her. She saw people who had no freedom. They were slaves, working to earn their freedom. They were black. Susan had never seen black people before. Her father told her about slavery.* He explained how black people in the South were bought and sold. He also told her how they were forced to work. Sometimes, black children were taken away from their mothers and sold. Susan was sad. She couldn't see how anyone could treat people that way. She couldn't imagine being taken away from her family or living without her freedom. She decided that one day she would help people who did not have the freedom she had.

In 1835, when Susan was fifteen, she became a teacher. Later, she went back to school. She wanted to learn more so that she could become a better teacher. In 1838, however, she had to leave school. Her father's cotton mill had failed. There was no money to pay for the cost of going to school. To help her father, Susan began to teach again in New Rochelle, New York. She sent much of her earnings home for her family.

In New Rochelle, Susan saw racial* hatred for the first time. Several people walked out of church because a black man had come to the services. This angered Susan.

"What a lack of Christianity is this!" Susan wrote to a friend.

Perhaps it was because of this that Susan began to work against slavery. She also began to work very hard for women's* rights. At that time women did not have many freedoms. They were not allowed to vote. Married women could not own homes. If they did work, their husbands could take their earnings from them.

A leader in the fight for freedom. Susan B. Anthony led the fight for women's* rights in America. In 1872 she led the first group of women to vote in a national election.*

*See Glossary

Freedom

At the ballot box. In 1872 Susan B. Anthony became the first woman in America to vote in a national election. She was arrested* and fined for this. Freedom was important to Susan B. Anthony. For more than sixty years she worked to help people understand that women should have the same rights and freedoms as men. Not everyone listened, at first. Yet, she worked to make freedom real for all Americans.

1870 Susan had to give up *The Revolution.* Sadly, she left its once busy offices to begin traveling again. She visited many states and cities with her powerful words of freedom. In 1871, for example, Susan spoke at 170 meetings, from New York to California.

In 1872 Susan Anthony took a bold step . . . a step that no woman had ever taken before. On November 5, she voted in the national election.* She encouraged other women to vote. By evening, fifteen other women had followed in her steps. Although she was arrested* for disobeying the voting laws, Susan Anthony had set a great movement in motion . . . a movement that would not stop . . . a movement that required great courage* and dedication to freedom. Finally, Congress passed a law giving women the right to vote. This was called woman suffrage. It gave to millions of Americans a freedom that had long been kept from them . . . a freedom that Susan B. Anthony knew one day would come.

Demanding rights for women. Susan B. Anthony set a great movement in motion. Women all over our country began to fight for the right to vote. In time, they succeeded. Today, women play an important part in electing government leaders.

I WISH MA COULD VOTE

QUIZ ON SUSAN B. ANTHONY

1. Susan B. Anthony believed that women

    a. should stay at home.
    b. should not get involved in politics.
    c. should have the same rights as men.
    d. should not be allowed to own property.

2. Susan B. Anthony became interested in the women's movement because

    a. she believed all people should have personal freedoms.
    b. she liked to cause trouble.
    c. she saw it as a chance to get away from home.
    d. she liked to make people laugh.

3. In the 19th century women did not have many freedoms; they could NOT

    a. vote, keep their own earnings, or own a home.
    b. get married.
    c. have children.
    d. take jobs.

4. From this selection, it is obvious that Susan B. Anthony

    a. was out to make her name known.
    b. believed in slavery.
    c. was dedicated to women's rights.
    d. didn't care about anyone but herself.

5. The movement that Susan B. Anthony set in motion refers to

    a. slavery.
    b. the Industrial Revolution.
    c. newspaper writing.
    d. women's suffrage.

APPLICATIONS

Follow-Up: Oral Comprehension

Why is being able to vote in elections important?
Should 18-year-olds continue being able to vote? Why? Why not?

Divide class into two groups, and have them argue the issue of women's rights: the rights of women should be equal to those of men in our society. One group argues for and one against the issue. Be sure the students understand how to use both fact and opinion in arguing their points of view.

Follow-Up: Writing

Write a paragraph giving reasons why you believe that women should (should not) have the same rights as men.

Follow-Up: Acting out a Television Program

PERFORMANCE OBJECTIVES Students will be able to:

- define vocabulary words dealing with elections.
- identify words or phrases used by the author to influence the reader (propaganda techniques).
- formulate a judgment based on inference skills.
- take part in a dramatization of a television program.

MATERIALS

Duplicated copies of the television play "Meet the Candidates," one for each student; vocabulary sheet.

DEVELOPMENT

1. Distribute copies of the television play and say, "Let's look at the words dealing with politics - the profession of holding office in government." Elicit the words: mayor, governor, president, etc. Go over the words together.

2. Choose five students to read the play. Recreate the "scene" as you hand out the play.

3. Divide the audience in half with one half representing the Flounders and the other the Carps. Draw a chart on the board. Elicit responses from students and fill in according to party lines.

ISSUE	CARPS	FLOUNDERS
1. Taxes		
2. Gun Control		
3. Capital Punishment		
4. Health		
5. Prayers in the Schools		

4. Discussion questions:

- How does one lower prices? (Elicit: reduce manufacturing operating costs, increase sales.)
- According to Ms. Rynn, why can't poor people save?
- What groups oppose gun control? (Elicit: manufacturers of guns and ammunition, gun clubs, hunters.)
- Tell class - we have a law (keep crime down) against possessing hand guns now. Does it work? Why? Or why not?
- What would happen if stricter laws on illegal guns were passed? If laws were passed? If laws were repealed (done away with)?
- Are there rich criminals as well as poor criminals? Why?
- Review: How did the Carp candidate suggest we improve health? (Elicit - no cars in the business district; eliminate pollution; new medical schools.) Do you agree?
- Ask: If religion is supposed to improve a person's morals, do you think a daily prayer in the school will improve student's behavior?
- Out of the discussion, choose the one issue which has elicited the most heated response. Formulate a debate resolution on that issue and set up sides for a modified debate.

VOCABULARY WORDS

1. candidate	a person who seeks office
2. anxious	nervous, worried or fearful about what may happen
3. economy	the way a country produces and uses its goods
4. equalize	to make equal
5. platform	a statement of the principles or beliefs of a group
6. campaign	a series of actions that are carried out before an election to support a particular candidate
7. capital punishment	having to do with the death penalty
8. majority	the larger number or part of something; more than half
9. moral	considered good and honest in behavior and character
10. standards	something established as a model or example to be followed
11. opponent	a person who is against another in a fight, contest, or discussion
12. prohibit	forbid, to not allow
13. pollution	contamination by harmful substances
14. represent	to act for or in place of someone

"MEET THE CANDIDATES"

with Diana Castro

Scene: A television studio with four candidates seated in a row at center stage. Diana Castro, the moderator, is seated at the right of the panel.

Castro: Our station is proud to present the four major candidates who are running for the office of Governor and Lieutenant Governor of Shark Island. Representing the Flounders we have Dr. Jeffrey Joyce and Ms. Mildred Steier. On the Carps ticket, we have Ms. Mary Rynn and Mr. Richard Teleski.

Thank you for coming to "Meet the Candidates." The audience is anxious to hear your party platforms. First, let's hear from Mrs. Rynn.

Rynn: We believe that the most important issue to working people is money. I aim to lower prices so that they can buy more things and improve the economy. I would like to equalize taxes so that poor and middle income people can save. They cannot hide their income as rich people do with tax shelters because they need all their money to live.

Castro: Mr. Teleski, will you please discuss the law issues involved in your party platform?

Teleski: We are against capital punishment because the only ones who will go to the chair will be the poor people who can't afford big name lawyers. The Carps also want gun control laws to keep crime down and to prevent gun-related accidents in the home.

Castro: Mrs. Rynn, is there anything you want to add?

Rynn: Basically, we believe we stand for the needs of the majority of the people. I also feel adding a prayer to the school day will raise the moral standards of our children.

Castro: Thank you, Mrs. Rynn and Mr. Teleski. Now let's hear from your opponents. First the candidate for Governor, Dr. Jeffrey Joyce.

Joyce: Thank you, Mrs. Castro. As the Flounder candidate, let me say right up front that I want what's best for the whole island. If I am elected I will lower taxes for everyone. How will we do this? We will cut the handouts known as social services, to everyone but the truly needy. Another important issue is capital punishment. The cold-blooded killer who is a danger to society should not be allowed to live and strike again.

Castro: Ms. Steier is running for Lieutenant Governor on the Flounder ticket. What do you stand for, Ms. Steier?

Steier: I am concerned with health and Dr. Joyce and I will do everything to improve the health of people in this island. We will try to get laws enacted which will prohibit cars from the cities. This will help curtail the pollution problem and add funds to public transportation. We will get new medical schools on the island to train more doctors.

Castro: Dr. Joyce, do you wish to add anything?

Joyce: Yes. We do not want a gun control law passed. The Flounders of this state want to be able to defend themselves against criminals who carry arms illegally even if there is a law against it.

Remember voters, your choice is Joyce!

Steier: Hire Steier.

Castro: The Carp candidates will sign off with their slogans.

Rynn: Win with Rynn.

Teleski: Switch to Rich.

Castro: Thank you, ladies and gentlemen for appearing on "Meet the Candidates."

Newspaper Activity

Select several advertisements. Look for advertisements that use the "bandstand" technique for selling the product.

Can you find ads for any of the other propaganda techniques?

Be prepared with several advertisements which can be shown to the class in order to elicit the appropriate propaganda techniques.

Individualized Tutorial Lessons - Groups A and B

Propaganda - Techniques of Persuasion

This final week, both groups may be able to use the same tutorial. This critical comprehension skill is important for all students to understand.

PERFORMANCE OBJECTIVES Students will be able to:

. identify propaganda or persuasive language used to influence others to a point of view or action.

DEVELOPMENT

1. People try to persuade others to do many things:

   - buy a product.
   - vote one way or another.
   - change an opinion.

   Propaganda is used for the purpose of influencing thoughts and actions to further one person's or group's views and interests. Advertising is one of the most obvious ways of spreading propaganda.

2. Propaganda falls into some specific categories. Here are some:

   Copy chart column 1 on board (see below). Add explanation and give oral example. If student can give other examples, add them to the chart.

Technique	Explanation	Example
a. loaded words	Use specific loaded words to produce a positive or negative reaction.	My opponent is a communist.
b. bandwagon	Idea that everyone is doing it.	Brand X is the brand of most doctors.
c. glittering generality	Broad general statements that are not based on fact.	All Hungarians are good cooks.
d. testimonial	A respected or well-known person endorses a product.	Diana Ross has a Steinway piano.

3. Read the following sentences aloud and elicit from students the technique from Column 1 which each exemplifies. Can you think of others?

   - All Martians are sneaky.
   - Rick Springfield wears La Coste shirts.
   - Eskimos have the brightest eyes because they eat Finn's Tuna Fish,
   - All people from the Crown Heights are very artistic.

4. Have students write a piece in which they try to persuade someone else to buy something that they want to get rid of using one of the techniques listed in #1 above.

Appendices

APPENDIX A

INTEREST INVENTORY

Name ______________________________ Date ______________

1. My favorite color is ______________.
2. The best book I ever read is ____________________.
3. My favorite sport is ________________________.
4. When I have free time, I ______________________________.
5. My favorite television program is __________________________.
6. The day of the week I like most is __________ because ____________ ______________________________________.
7. The person I admire most is __________________ because __________ ______________________________________.
8. Reading is ____.
9. I like to read stories about ______________________________.
10. The subject in school I like best is ______________________ because ______________________________.
11. The subject in school I don't like is ________________ because ____ ______________________________.
12. My hobbies are ______________________________________.
13. I am going to be a __________________________ when I grow up because ______________________________________.
14. Poetry makes me ____________________________________.
15. I wish my teacher would ______________________________.
16. My brothers and sisters ________________________________.
17. I would like to know ___________________________________.
18. Libraries are ____________________________________.
19. If I had three wishes, they would be
    - a. ________________________________.
    - b. ________________________________.
    - c. ________________________________.
20. If I could be anywhere in the world right now I would be in ____________ ______________ because ______________________________.

APPENDIX B

SURVEY OF PHONIC ELEMENTS

INITIAL CONSONANTS

Number your paper (or rexographed form) from 1-18. I will say some words. Think of the first consonant you hear in each word. Write just the first consonant on your paper. For example, if I say *jan,* what will you write? If I say *march?*

Now we are ready to begin. Listen carefully. (Dictate words in sample below, using normal pronunciation.)

Correct Response		*Sample Word*	*Correct Response*		*Sample Word*
1.	m	mean	10.	v	voice
2.	t	tail	11.	j	juice
3.	b	board	12.	z	zip
4.	f	fence	13.	g	gate
5.	w	wait	14.	r	rose
6.	h	hide	15.	y	young
7.	p	paint	16.	l	late
8.	s	sand	17.	k	kite
9.	d	desk	18.	n	neat

FINAL CONSONANTS

Number your paper (or rexographed form) from 1-15. I will say some words. Think of the last letter you hear in each word. Write just the last letter you hear on your paper. For example, if I say *bus,* what will you write? If I say *pull? safe?* Now we are ready to begin. Listen carefully. (Dictate words in sample below using normal pronunciation.)

Correct Response		*Sample Word*	*Correct Response*		*Sample Word*
1.	m	hum	9.	j	judge
2.	t	flat	10.	z	size
3.	b	rub	11.	g	beg
4.	f	self	12.	r	hear
5.	p	drop	13.	l	wheel
6.	s	case	14.	k	oak
7.	d	add	15.	n	chain
8.	v	dove			

CONSONANT BLENDS

Number your paper (or rexographed form) from 1-19. I will say some words. Think of the first two letters you hear in each word. Write just the first two letters on your paper. For example, if I say *ship*, what will you write? If I say *that?*

Correct Response		*Sample Word*	*Response Correct*		*Sample Word*
1.	bl	blade	11.	gr	grape
2.	cl	clean	12.	pr	prince
3.	fl	flag	13.	tr	trail
4.	gl	glove	14.	sc (sk)	scarce
5.	pl	please	15.	sm	smart
6.	sl	slam	16.	sn	sneeze
7.	br	bread	17.	sp	spine
8.	cr	cream	18.	st	still
9.	dr	drape	19.	sw	swell
10.	fr	free			

VOWEL SOUNDS

Number your paper (or rexographed form) from 1-10. I will say some words. Listen for the vowel sound. Write the vowel you hear and *short* or *long* depending on the vowel. For example, if I say *hill?* (short *i*) If I say *seem?* (long *e*). Now we are ready to begin. Listen carefully. (Dictate words in sample, using normal pronunciation.)

Correct Response		*Sample Word*	*Correct Response*		*Sample Word*
1.	short *i*	kick	6.	short *o*	pop
2.	long *e*	steel	7.	short *u*	stuck
3.	short *a*	camp	8.	long *i*	dime
4.	long *o*	goal	9.	short *e*	step
5.	long *a*	rake	10.	long *u*	cute

The teacher will review all students' papers to identify those phonic elements most frequently missed by the group as a whole.

APPENDIX C

SURVEY OF STRUCTURAL ELEMENTS

Part I

On your paper list letters A through L. When I say a word, write the number of syllables you hear next to the right letter. (Practice with samples below before testing begins.)

Sample A: because
"How many syllables (or parts) do you hear in because? That's right, there are two syllables: be'cause. Write the number '2' next to letter A."

Sample B: general
"How many syllables do you hear in general? That's right, there are three syllables: gen er al. Write the number '3' next to letter B."

Be sure students understand the process to be followed, before proceeding. Each word below will be presented in these steps:

- teacher says the word slowly
- teacher asks "How many syllables do you hear in ___________?"
- "Write the number of syllables you hear next to letter _______."

C. nothing
D. American
E. head
F. until
G. between
H. unhappy
I. look
J. going
K. number
L. himself

Part II

Now I am going to say some words and I want you to write the first syllable you hear in the word. For example, if I say "unhappy" what will you write? That's right, the first syllable in "unhappy" is "un." Number your papers from 1 to 5 and listen carefully. Remember, you will only write the first syilable of the word I say.

1. today
2. until
3. public
4. disagree
5. repeat

Now I am going to say some other words and I want you to write the last syllable you hear. For example, if I say "apartment," what will you write? That's right the last syllable in "apartment" is "ment." Number your paper from 1 to 5 and listen carefully. Remember, you only have to write the last syllable of the word I say

1. eating
2. teacher
3. only
4. counted
5. helpful

The teacher will later review all papers to identify those structural elements most frequently missed by the group as a whole.

APPENDIX D

SURVEY OF BASIC SIGHT VOCABULARY

220 Words - Kucera-Francis List

Students' ability to rapidly recognize these frequently occurring words is fundamental to fluency in reading. Assessment will have to be done individually, presenting one word at a time until the student misses a total of five words. Testing should be stopped at this point since the student is likely to become anxious and frustrated.

The teacher will note the five words each student has missed and identify those most frequently missed by the entire group. These words will be taught in the designated Group A lesson on basic sight vocabulary.

If necessary, this survey of basic sight vocabulary can be repeated the following weeks with the teacher starting at the point on the list where the student left off the previous week. These words may be taught during the individual tutorials on Friday.

The following 220 words are words of greatest frequency in the Kucera-Francis study of present-day American English.

1. the
2. of
3. and
4. to
5. a
6. in
7. that
8. is
9. was
10. he
11. for
12. it
13. with
14. as
15. his
16. on
17. be
18. at
19. by
20. I
21. this
22. had
23. not
24. are
25. but
26. from
27. or
28. have
29. an
30. they
31. which
32. one
33. you
34. were
35. her
36. all
37. she
38. there
39. would
40. their
41. we
42. him
43. been
44. has
45. when
46. who
47. will
48. more
49. no
50. if
51. out
52. so
53. said
54. what
55. up
56. its
57. about
58. into
59. than
60. them
61. can
62. only
63. other
64. new
65. some
66. could
67. time
68. these
69. two
70. may
71. then
72. do
73. first
74. any
75. my
76. now
77. such
78. like
79. our
80. over
81. man
82. me
83. even
84. most
85. made
86. after
87. also
88. did
89. many
90. before
91. must
92. through
93. back
94. years
95. where
96. much
97. your
98. way
99. well
100. down
101. should
102. because
103. each
104. just
105. those
106. people
107. Mr.
108. how
109. too
110. little
111. state
112. good
113. very
114. make
115. world
116. still
117. own
118. see
119. men
120. work

121. long
122. get
123. here
124. between
125. both
126. life
127. being
128. under
129. never
130. day
121. same
132. another
133. know
134. while
135. last
136. might
137. us
138. great
139. old
140. year
141. off
142. come
143. since
144. against
145. go
146. came
147. might
148. used
149. take
150. three
151. states
152. himself
153. few
154. house
155. use
156. during
157. without
158. again
159. place
160. American
161. around
162. however
163. home
164. small
165. found
166. Mrs.
167. thought
168. went
169. say
170. part
171 once
172. general
173. high
174. upon
175. school
176. every
177. don't
168. does
179. got
180. united
181. left
182. number
183. course
184. war
184. until
186. always
186. away
187. something
189. fact
190. though
191. water
192. less
193. public
194. put
195. thing
196. almost
197. hand
198. enough
199. far
200. took
201. head
202. yet
203. government
204. system
205. better
206. set
207. told
208. nothing
209. night
210. end
211. why
212. called
213. didn't
214. eyes
215. find
216. going
217. look
218. asked
219. later
220. knew

Robert B. Ruddell, *Reading-Language Instruction: Innovative Practices* (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1974), pp. 343-347.

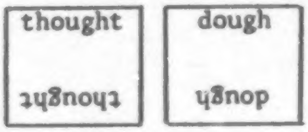
APPENDIX E

The teacher and the students can create many games together. In this activity, the students have to actually develop directions, time limits, and criteria for a right answer and all the other elements of both games and tests. Creating an original game, or making up game materials, is a useful acvitity, as well as a change of pace. A versatile and easily created game is Grab!

GRAB! GAME

Materials: Index cards - 3" x 5" or smaller (business or calling cards are a good size for the smaller students).

1. Teacher and students identify a category of words. These can emanate from a story read, a content area, or a word analysis exercise, e.g.:
   - words having irregular elements such as ough or ight.
   - words from Dolch Basic Sight Vocabulary list.
   - words signifying emotion: excited, unhappy, loving, etc.
   - names of African nations Chad, Dahomey, Togo, etc. (noted for phonic regularity)
2. Develop a list of 16 words in one category; prepare 3 cards for each word, for a deck of 48 cards. Each word or name is written at each end of the card.
   For example, if the category chosen is words containing ough:



3. Teach the players the rules, objectives, and criteria for winning:
   - The objective is for a player to get all 3 cards of a particular word, which is a set.
   - The player with the most sets wins.
   - The game can be played as a series (e.g.: 3 games) and each player's sets are added up. The one with the most sets in the series wins.

Rules:

- The dealer gives each player 5 cards.
- Remaining cards are placed in the middle.
- Players group cards by words.
- Player 1 turns to Player 2 and asks for a card to match one already in his or her hand. ("Do you have unhappy?")
- Player 2 gives Player 1 the requested card(s), if she or he has it.
- If not, Player 2 says "I do not have unhappy; Grab!"
- Player 1 picks a card from the deck in the middle, and casts one off, as an unwanted card, face up.
- If Player 1 gets the card asked for from either Player 2 or the deck, he or she takes a second turn (repeats above steps); and a third, if she or he continues to get requested cards.
- Player 2 can pick up the cast-off card or turn to Player 3.
- Player 2 repeats steps with Player 3, and so on.
- As Players acquire a set, these cards are set down on the table and the Player takes 3 replacement cards from the deck.
- The game continues until the deck is exhausted.

APPENDIX F

NEW YORK CITY PUBLIC SCHOOLS
DIVISION OF CURRICULUM AND INSTRUCTION

CARD # 3 CARD # 3

SUMMER 1983 OFFICE OF PROMOTIONAL POLICY
STUDENT RECORD CARDS

STUDENT CLASS CARD-SESSION I
TO BE GIVEN BY THE SITE SUPERVISOR TO THE TEACHER OF SESSION I

1 NAME ________________ DIST___ SCH____ GR. 4___7___
LAST FIRST MI
SEX___ D.O.B.___/___/___/ NYC IDENT. NO. _ _ _ _ _ _ _ _ _
HOME ADDRESS ________________
APT.____ BOROUGH__________ ZIP CODE________
PARENT/GUARDIAN ________________
HOME TELEPHONE__________ EMERGENCY TELEPHONE__________

2 RES. RM.___ TEST CAT. A B MOD. ________
LEP ENTITLED__________ DETERMINED TIME IN ELSS__________

3 1982 - 83 STATUS (CHECK)
REGULAR 4/7:__________
GATES ELIG. 4/7:RDG ____ MATH ____
EXT. ELIG. (GR. 4 ONLY): RDG____

STANDARDS NOT MET (CHECK)
RDG______ MATH______
RDG______ MATH______
RDG______

4 APRIL 1983 TEST SCORES
READING: NYC TEST (GE): VOC_____ COMP_____ TOTAL_____
DRP (MID INSTRUCTIONAL LEVEL): __________
LAB-ENG. READING SUBTEST (RS): __________
MATHEMATICS: NYC TEST: NUM_____ COMP_____ APPL_____ TOTAL_____
1982-83 ATTENDANCE, AS OF MAY 31: # DAYS ATT._____ ABS._____

5 STATUS OF APPLICATION FOR EXCEPTION, IF SUBMITTED
PENDING: RDG. ▱ OPP DECISION: APPROVED ▱ DENIED ▱

6 SUMMER SITE: DISTRICT__________ SCHOOL__________
ADDRESS:____________________

7 STUDENT SIGNATURE:
AT HOME SCHOOL: __________ DATE:__________
SIGNATURE VERIFIED BY:__________ DATE:__________

TO BE COMPLETED AT THESUMMER SITE

8 ENROLLMENT DATA

DATE OF ENROLLMENT:__________
STUDENT SIGNATURE AT SUMMER SITE:__________
STUDENT SIGNATURE VERIFIED BY:__________

9 STUDENT PROGRAM

SESSION	TIME	SUBJECT	CLASS-ROOM		TEACHER
I	9:00-10:30				
II	10:30-12:30				

10 STUDENT ATTENDANCE

JULY														
5	6	7	8	11	12	13	14	15	18	19	20	21	22	
T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F	

JULY					AUGUST									
25	26	27	28	29	1	2	3	4	5	8	9	10	11	12
M	T	W	TH	F	M	T	W	TH	F	M	T	W	TH	F

TOTALS: PRESENT ⧄ ______ ABSENT @ ______ LATE ⊘ ______

11 COMMENTS ON ACADEMIC PERFORMANCE

12 TEACHER'S SIGNATURE: __________
DATE:

CARD # 3 TEACHER COPY - SESSION I CARD # 3

Summer Site _____ Grade ____
Teacher ______________________
Supervisor ______________________

APPENDIX G

Class Profile

Summer 1983 - Promotional Policy Classes

Students	CAT	DRP	Res. Rm.	Grp (A or B)	Needs Help in		Interest/ Career Goals	Books Read	Teacher's Notes
					Word Anal.	Sight Vocab.			
1.									
2.									
3.									
4.									
5.									
6.									
7.									
8.									
9.									

11.									
12.									
13.									
14.									
15.									
16.									
17.									
18.									
19.									
20.									

TEACHER EVALUATION

Dear Teacher,

This handbook has been prepared in support of your efforts toward upgrading reading achievement among Gates students during this 1983 summer program.

Our intention has been to provide a framework within which you can implement an effective remedial program. We have tried to make such a frame compatible with the constraints of time and available materials which are likely to prevail during summer sessions.

Whenever possible, we have included actual testing and teaching materials for your use.

We need to develop and refine our efforts if we are to realize the expectations of Promotional Policy, namely, student progress. We hope this handbook has been helpful to you. Your comments will be helpful to us.

Please complete the following Review during the last week of the program, and return it to this office.

We wish you and your students a successful summer term, and thank you for your continued cooperation.

Sincerely,

Steven Tribus

Steven Tribus
Director (Interim Acting)
Communication Arts Unit

COMMUNICATION ARTS UNIT - OFFICE OF CURRICULUM DEVELOPMENT AND SUPPORT
DIVISION OF CURRICULUM AND INSTRUCTION
131 LIVINGSTON STREET, BROOKLYN, NY 11201

TEACHER EVALUATION OF HANDBOOK

	Useful	Needs Amplification (Be Specific)	Not Useful (Give Reasons)
PART I:			
General Outline			
Writing			
Newspaper			
Reading Lesson			
Assessment			
Tutorial			
Teaching Techniques			
SSR			
Homework			
Test-Taking Skills			
PART II - Lessons - Week One			
Week Two			
Week Three			
Week Four			
Week Five			
Week Six			
APPENDICES			

Additional Comments/Suggestions: (If you have any original materials you feel will be appropriate for future editions, please submit them with this form. Credit will be given for anything used.)

Name (optional) ______________________

Summer School ______________________ Regular Assignment ______________________